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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of November 2000, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: independent U.S. oil companies struggle to survive, U.S. presidential candidates head east after their West Coast blitz, affordable housing a growing concern, and education reform is a key issue in the U.S. presidential campaign, (November 1-3); voter turnout in the U.S. has been low in recent years, candidates Bush and Gore wind down their presidential campaigns, Americans wait as a Florida recount determines their next president, and confusion and controversy surround Florida's election ballots (November 6-10); the GOP tries to stop the manual recount of ballots in Florida, Americans voice their opinions about the presidential election, Florida stays certification amid new court filings, the legal battle continues over Florida's ballots, and Florida's supreme court rules that ballot recounts can continue (November 13-17); Florida's supreme court hears the manual recount issue, some voters grow weary of the post-election court fight, and Florida's supreme court makes an important ruling (November 20-22); George W. Bush is declared the winner of Florida's presidential election, Bruce Morton looks at the precedent in the Supreme Court for states' rights cases, many wonder how the U.S. Supreme Court will impact the presidential election, the legal recount is primarily funded by donations, ballots shipped to Tallahassee, and the U.S. presidential race causes volatility on Wall Street (November 27-30). (AEF)

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CNN Newsroom Classroom Guides. November 2000

By: Turner Learning, Inc.

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IR020441

CNN NEWSROOM Guide

November 1, 2000

Checkout CNNfyi tomorrow from 12 p.m. to 8 p.m. EST for a live webcast of the National Student/Parent Mock Election and Youth e-Vote. Consult CNNfyi.com for more details.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:10... 01:10

TODAY'S NEWS ... 00:25...01:35

Top Story ... 05:00...06:35
-U.S. presidential candidates stump in Western states.
-Independent U.S. oil companies struggle to survive.

DAILY DESK ... 00:20...06:55

Business Desk ... 02:10...09:05
Napster signs a deal with one of the world's biggest record labels.

WORLDVIEW ... 00:20...09:25

Culture Watch: Death Row Dogs ... 08:30...17:55
Ohio prison inmates train dogs.

NEWS CHRONICLE ... 00:25...18:20

Special Series ... 05:20...23:40
Who were the Vikings?

Kids Voting USA ... 03:55...27:35
Two teens inspire fifth graders to take an interest in politics.

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. According to recent polls, which U.S. presidential candidate is in the lead? What are Vice President Al Gore and Governor George W. Bush doing to sway undecided voters? Which U.S. states are the candidates visiting before the election? Why do you think both candidates visited California? Do you think their final days of stumping will impact the outcome of the presidential election? Explain.

2. According to the video, George W. Bush focused on "compassionate conservatism" during his visit to California. What is compassionate conservatism? Why might some voters find this political stance appealing? Is compassionate conservatism limited to the Republican Party? Direct students to the second website below to review Mr. Bush's and Mr. Gore's positions on key issues. Are their positions "compassionately conservative"? Explain. If not, how would you describe them?

3. Where does the U.S. get its oil? Why has the price of oil in the U.S. increased in recent months? What is the status of independent oil companies in the U.S.? Why are these companies fighting to survive? After students discuss these questions, refer small groups of students to multimedia resources, including the websites below, to prepare presentations about Al Gore's and George W. Bush's energy plans. As each group presents its information, create a chart that compares the candidates' proposals. Ask students: What are the economic and environmental pros and cons of each plan? Have students consider the short-term and long-term economic and environmental consequences of each plan. Which of the candidates' energy plans best addresses the concerns of independent oil workers, environmentalists, and American consumers? Poll your students to find out which plan they support and why.

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/09/29/campaign.wrap/index.html
http://www.algore2000.com/
http://www.georgewbush.com/
http://www.opensecrets.org/
http://www.altenergy.org/
http://www.gasandoil.com/goc/news/welcome.html
http://www.defenders.org/NPRA-iss.html
http://www.opec.org/

EDITOR'S NOTE:
compassionate conservatism
provisions
OPEC
continental
domestic

DAILY DESK

Business Desk: Napster

1. What is Napster? Why are Napster and the recording industry involved in a lawsuit? Which company is forming a "strategic alliance" with Napster? How do Napster and Bertelsmann AG stand to benefit from their alliance? Why is their alliance controversial? What will this alliance mean for the rest of the recording industry's efforts to shut Napster down?

2. Point out to students that, as a result of the new alliance, Napster users will be required to pay a fee to download music. Have your students survey Napster users to find out:
   1. Why they use Napster
   2. Would they pay to use Napster
   3. If so, what payment format would they accept:
      - Subscription fee for set number of songs
      - Fees for individual songs
      - Subscription fee for unlimited songs.

   Have students share their findings and discuss the extent to which Napster's appeal is because it is free, or because it is convenient.

LINKS:

http://cnnfn.cnn.com/2000/10/31/bizbuzz/napster/
http://www.napster.com/
http://www.riaa.org/
http://www.bertelsmann.com/

EDITOR'S NOTE:
copyright infringement
Napster

WORLDVIEW

Culture Watch: Death Row Dogs

1. Approximately how many dogs are there in the U.S.? How many dogs are taken to U.S. animal shelters each year? What steps does the Ashland County Human Care Center take to prevent its dogs from being "put to sleep"? What is the Tender Loving Dog Care Program? When was it established? How do the inmates and the dogs benefit from the program?

2. What marketable skills do you think inmates can acquire by working as trainers for the Tender Loving Dog Care Program? What types of career opportunities exist for dog trainers and dog handlers? Would you be interested in adopting a "Death Row Dog"? Why or why not?

3. Conduct a class discussion about the importance of the bonds between people and dogs. What positive qualities do dogs engender in people? Why do you think this is so? Then ask students: Why do you think stray dogs are often put to sleep? What is your opinion of this policy? What can be done to curtail this problem? After the discussion, have each student write a story about the potential benefits of the Tender Loving Dog Care Program from the perspective of a participating dog. Have students consider how a dog would feel about being saved from the clutches of death and trained in a prison setting. Share students' stories and discuss.

4. Refer students to multimedia resources, including the websites below, to learn about what life is like for prisoners at American correctional institutions. Have students investigate the answers to the following questions:
   - What is the purpose of a penal system?
   - What types of rules, restrictions, and punishments are imposed on inmates?
   - How can being in prison affect a prisoner's spirit?
   - Do correctional facilities rehabilitate offenders?

   Following the discussion, challenge students to investigate different types of prison rehabilitation programs. Have students compare the pros and cons of each program.

LINKS:
http://www.drc.state.oh.us/Public/manci.htm
http://www.akc.org/
http://www.dogpatch.org/obed/obpage2.cfm
http://www.vaxxine.com/gottago/sub/training.htm
http://www.nicic.org/inst/
http://www.wco.com/~aerick/
http://www.law.cornell.edu/topics/prisoners_rights.html

EDITOR'S NOTE:
dog training

inmates
rehabilitate

NEWS CHRONICLE

Special Series: Vikings: Part 1

1. Who were the Vikings? Who were the ancestors of the Vikings? During what period of time did the Vikings "invoke a reign of terror in Europe"?

2. What evidence suggests that the Vikings were talented engineers? What was the Vikings' main mode of transportation? Why? What is a "longboat"? Why was this vessel unique? What technological innovation enabled the Vikings to invade Europe? What was the Vikings' weapon of choice? Why?

3. According to scholars, why did the Vikings begin their conquest of Europe? What European countries did the Vikings invade? Group students. Have each group select one of these European nations and research the history of the Viking raids and their impact on the country. Instruct students to consider the role of the longships, and why monasteries and churches along the coasts were frequent targets of the Vikings. Then, have each group present its information in the form of a televised news story, or series of news stories. If possible, have groups videotape their stories and show them to the class.

4. Compare the Viking Era to European colonization in later years. Have students consider if there were similar underlying economic, social or political factors that may have contributed to the Viking conquests and to the spread of European colonies.

5. Direct groups of students to the websites below to learn more about the design and building of the Viking longboats, and the significance of the ornamentation often found on the Viking ships. After students present their findings, have them create and sketch their own vessel ornamentations. Have students present their designs to the class and explain their symbolic significance.

LINKS:
http://www.sciam.com/1998/0298issue/0298hale.html
http://www.mariner.org/age/vikship.html
http://www.mariner.org/age/vikingexp.html
http://www.time.com/time/magazine/articles/0,3266,44020,00.html
http://www.mnh.si.edu/vikings/

Kids Voting USA

1. Who are Sarah Thorpe and Donnie Banks? Why are they interested in politics? Which U.S. presidential candidates do they support? Why? What are Donnie and Sarah doing to inspire young kids to take an interest in politics? Do you think it's important for young children to learn about politics? Why or why not?

2. What factors do you think influence teenagers' political opinions? Do these factors differ for adults? Explain. Divide your class into two groups. Have each group poll either adults or their peers to find out if they support a particular political party, and if so, why. Have students compare and contrast their findings.

3. Are you interested in politics? Why or why not? Why do you think most American teens are apathetic about politics? Inform students that young voters do not have a monopoly on voter apathy. In the last presidential election in the U.S. (1996), less than half of the registered voters cast ballots. In fact, turnout fell below 50 percent for the first time since 1924. Then, ask students to consider the consequences of a non-participatory electorate in a democratic system. Have each student write an essay on the dangers of apathy in a democratic society. Who makes the rules and

determines leadership when most voters do not care? How might this alter a nation's political, economic and social climate? What, if anything, can be done to increase young people's interest in politics?

4. Challenge your class to develop a lesson plan to teach upper level elementary school students about the 2000 U.S. presidential election. Instruct your students to consider the following questions: What political concepts and specific information should the elementary school students know? How should this information be presented? What types of visual aids should be used? Group students and have each group teach the lesson to a class of local elementary school students.

LINKS:
http://www.cnn.com/ALLPOLITICS/
http://www.nass.org/nass99/youth.htm
http://www.libertynet.org/yamerica/groups.html
http://www.gspm.org/csae/cgans.html

EDITOR'S NOTE:
Vikings
axes
longship
politics
apathy

External websites are not endorsed by Turner Learning.

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CNN NEWSROOM Guide

November 2, 2000

Don't forget - log on to CNNfyi.com today from 12 p.m. to 8 p.m. EST for free live Webcast coverage of the National Student Vote 2000 mock election! For more information, check out http://CNNfyi.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:20... 01:20

TODAY'S NEWS ... 00:35...01:55

Top Story ... 05:15...07:10
-U.S. presidential candidates head east after their West Coast blitz.
-Affordable housing is a concern for a growing number of Americans.

DAILY DESK ... 00:30...07:40

Science Desk ... 03:25...11:05
A new rafting trip offers an extraordinary view of the stars.

WORLDVIEW ... 00:30...11:35

Inside Asia ... 03:10...14:45
Fungus threatens China's terra cotta warrior statues.

Wild Kingdom ... 03:15...18:00
Russia's Siberian tigers are in jeopardy.

Where in the World? ... 02:45...20:45
India's Supreme Court decides the Sardar Sarovar Dam can be built.

NEWS CHRONICLE ... 00:35...21:20

Student Bureau ... 02:00...23:20
U.S. students and parents prepare to vote in the nation's largest mock election.

Look Ahead ... 00:20...23:40
Today: CNNfyi.com Mock Election Webcast

Special Series ... 04:00...27:40
Archeological excavations shed new light on the Viking culture.

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. What are Vice President Al Gore and Governor George W. Bush doing to sway undecided voters? Which U.S. states are the candidates visiting before the election? Why? Do you think their final days of stumping will impact the outcome of the presidential election? Explain.

2. Point out to students that in the segment's opening, Al Gore criticizes George W. Bush's social security plan, and Mr. Bush criticizes Mr. Gore's spending plan. Have students review the video and write the candidates' statements on the board. Then challenge small groups of students to examine the candidates' respective plans to determine if the criticisms are valid.

3. Who is Aaron Craig? Why is the Craig family without a home? Why, with a booming economy, are people unable to afford housing in Denver? Is this problem unique to Denver? Explain. Why are some employers reluctant to relocate to Denver?

4. Do you think affordable housing is an important political issue? Why or why not? Instruct students to search news sources and the presidential candidates' websites to learn about the candidates' positions on the affordable housing issue. Which candidate do you think best addresses this issue? Why? Do you think this issue will impact the outcome of the presidential election? Explain.

5. Can you have total prosperity in a booming economy? Have students consider how strong economic growth impacts a region, such as Silicon Valley, California. How are different segments of the population affected by economic growth and the resulting changes in the marketplace?

6. Have students generate a list of large and small cities in the U.S. Group students, and have each group select a city from the list. Next, direct students to analyze the cost of housing in their cities, and identify the average price of purchasing and renting a two bedroom home. Then, have groups consult realtors to find out how much income a person would need to live in these cities. (You may want to refer students to the last link below to compare the housing costs between their city and the other cities.) After students present their information, ask them to consider the following scenario: Imagine you are an owner of a large company who needs to relocate your business. Based on the cost of housing alone, which city would you want to relocate to and why?

LINKS:
http://www.cnn.com/ELECTION/2000/voters.ask/boettcher.housing/index.html
http://www.algore2000.com/
http://www.georgewbush.com/
http://nch.ari.net/
http://www.opensecrets.org/
http://www.hud.gov/index.html
http://www.moving.com/tools/costofliving/com2-state.asp

EDITOR'S NOTE:
housing
gross income
relocate
social security

DAILY DESK

Science Desk: Night Vision Rafting

1. What two activities are combined in Darryl Bangert's new tour down the Colorado River? What time of day does the trip take place? What gear is involved in making the trip possible? How is this trip different from the other rafting trips?

2. How do the night vision goggles work? What animal life do you think the rafters will see during this trip that the daytime rafters usually will not? Why? What distinct advantages do you think there might be in stargazing from a raft on a river as opposed to other locations? Explain.

3. Astronomers wanting the best view of the stars recognize the need to block out any other light from their surroundings. Astronomers often refer to any light that might be around them (other than the stars) as "light pollution." In the absence of other light, the human eye becomes better able to see small amounts of light, and easily recognizes stars that otherwise would not be perceivable. Have your students:
   - Measure the light pollution where they live by using a light meter. Light meters should be readily available at photography shops. Check out a light meter to students on a rotating basis for one night each. At a specified time, have each student measure and record the amount of light existing outside where they live.
   - Describe what the conditions are outside, and approximate the number of stars visible.
   - Calculate a class average for their light measurements.

   Make arrangements for one student to take the light meter to a location far away from any lights and measure the amount of light there. Also, have that student write down what the conditions were outside, and approximate the number of stars visible. Then discuss the relationship evidenced by the class data between the number of stars visible and the amount of outside light present.

LINKS:
http://www.main.org/aas/awinstr1.html
http://www.u-net.com/ph/cfds/
http://cfa-www.harvard.edu/~graff/nelpag.html
http://www.olpac.org/Pollution.htm

EDITOR'S NOTE:
constellation
meteor
astronomy

WORLDVIEW

Inside Asia: Terra Cotta Warriors

1. What type of artifacts were found near the area of Xi'an, China? Why are these artifacts considered to be one of the most significant archeological finds of the 20th century? Why are China's terra cotta warriors in jeopardy? What is being done to address this problem?

2. Have students research the history of China during the reign of China's first emperor, Qin Shihuang (259-210 B.C.). What do the terra cotta warriors reveal about the history, culture, and people of ancient China? Do you think it is important to preserve these artifacts? Why or why not?

3. Point out to students that, in 1972, the United Nations Educational, Scientific and Cultural Organization (UNESCO) adopted the World Heritage Convention, which is dedicated to preserving cultural and natural properties throughout the world. UNESCO has created the World Heritage List, which identifies 480 protected cultural properties worldwide, including China's 2000 year old terra cotta warriors. Refer students to the last two websites below to learn more about the World Heritage Convention and the world's protected cultural properties.

Group students and have each group prepare an oral report about one of the cultural properties on the World Heritage List. Have each group identify the history and cultural significance of the property, why it is on the list, and what is being done to preserve the property. After the presentations, have students identify cultural properties that are not on the list that they think should be represented.

LINKS:
http://www.cnn.com/2000/STYLE/arts/09/19/terracotta.warriors.reut/index.html
http://www.cnn.com/SPECIALS/1999/china.50/
http://www.travelchinaguide.com/cityguides/xian/terracotta/artistic.htm
http://campus.northpark.edu/history/WebChron/China/TerraWar.html
http://www.janssenpharmaceutica.be/pmp/default.htm
http://www.unesco.org/whc/nwhc/pages/sites/main.htm
http://www.unesco.org/whc/nwhc/pages/doc/main.htm

Wild Kingdom: Siberian Tiger

1. How may Siberian tigers still survive in the wild? Where are most of these tigers located? Why was communism good for Russia's Siberian tigers? How has the collapse of the Soviet Union affected these tigers?

2. What is it that the Asian market wants from Siberian tigers? What is being done to protect Russia's Siberian tigers? Are these measures effective? Why or why not? Should the international community intercede? If so, how?

3. Have students refer to the websites listed below to learn more about tigers, and what different organizations are doing to save the species from extinction. Have students create charts depicting how the ecosystem would be affected if the Russia's Siberian tigers were to become extinct. Group students. Have each group create a poster that can be displayed to educate its peers about an aspect of the tiger's plight. Have each group use old magazines, computer images, and drawing and painting supplies to create a collage that conveys the group's message.

LINKS:
http://www.5tigers.org/
http://www.amnh.org/Exhibition/Expedition/Endangered/index.html

Where in the World?: India Dam Judgment

1. What is a dam? Where is the Sardar Sarovar Electric Dam being built? Why does the Indian government want to build the dam? Why do environmentalists and some citizens oppose the construction of the dam? What is the current status of the Sardar Sarovar Dam project?

2. Refer students to the websites below to learn about the Narmada River region and the history of the Sardar Sarovar Dam project. Have students identify the benefits and drawbacks associated with building the dam. Instruct students to consider environmental, economic and human factors. Next, divide your class into two groups to debate whether or not the dam should be built.

LINKS:
http://www.cnn.com/2000/NATURE/10/19/india.dam.enn/index.html
http://www.edf.org/programs/International/Dams/AsiaOceania/o_SardarSarovar.html
http://www.irn.org/programs/narmada/narmada.html
http://www.irn.org/programs/narmada/map.html
http://www.irn.org/programs/narmada/pr990606.html

EDITOR'S NOTE:
terra cotta
feudal warlord
conscript
Sardar Sarovar Dam

NEWS CHRONICLE

Student Bureau: Mock Election

1. What is the National Student/Parent Mock Election? When is it taking place? Why is this year's mock election unique? What political issues do the students in the video feel are important? Do you share their concerns? Why or why not? If not, what political issues do you think are important?

2. Refer students to the websites below to learn more about the National Student/Parent Mock Election. Why is the mock election politically significant? In your opinion, how might the presidential candidates use the results of the mock election to their advantage? Give examples.

3. Are you interested in politics? Why or why not? Do you think it's important for young people to vote? Explain. Why do you think so many young Americans don't vote? What is the voter's role in the democratic process? What are the dangers of apathy in a democratic society? Challenge groups of students to identify ways to increase political awareness and voter registration among young people. Have groups share their ideas and discuss.

LINKS:
http://fyi.cnn.com/fyi/interactive/news/10/election.special/teachers/webcast.html
http://www.mockelection2000.net/index.html
http://www.youthevote.net/

Special Series: The Vikings: Part 2

1. What new information have archeological expeditions revealed about the Viking culture? Why were the Vikings thought to have had an enlightened society for their times? How did the role of Viking women differ from the roles of women in other countries?

2. Refer students to multimedia resources to learn about how the Vikings' European conquests influenced the evolution of their culture. Have students consider the following questions to guide their research: What was the original religion of the Vikings? Why did the Vikings embrace Christianity? What are the differences between (German) paganism and Christianity? Have students create a chart that depicts the fundamental differences between these two religions. Then, as a class, discuss the extent to which religion may have influenced the evolution and the ultimate end of the Viking Age.

3. What aspects of the Vikings and their culture still exist in today's society? Have students work in groups to research different aspects of Viking culture and civilization. Direct each group to choose one of the following topics to research:
   1. Viking ships and Viking exploration
   2. The Viking Sagas
   3. Viking folklore, including mythology
   4. Life in Viking villages.

   After each group makes a formal presentation of its findings, ask: Why have Vikings traditionally been portrayed as "barbaric pagan raiders," despite their engineering, building, political and organizational skills? Do you think the portrayal of the Vikings as barbaric pagan raiders is accurate? Why or why not? If not, how would you describe the Vikings?

4. Refer students to the last two websites below to learn more about Viking food. What do the recipes

reveal about the culture and lifestyle of the Vikings? If possible, have groups of students prepare some of the different recipes listed.

LINKS:
http://www.iceland.org/
http://beyond.landsend.com/viking/lore/vi_gods.html?sid=0910118541129#top
http://www.beyond.landsend.com/viking/lore/vi_viking_age_women.html?sid=0970954088073
http://viking.hgo.se/
http://www.jorvik-viking-centre.co.uk/
http://viking.no/e/life/efood.htm
http://www.cs.vassar.edu/~capriest/vikfood.html

EDITOR'S NOTE:
mock election
youth vote
vouchers
homogeneous
Vikings
archeology

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CNN NEWSROOM Guide

November 3, 2000

Use TCM BY THE BOOK: LIVES ON FILM to show students how the course of history has been changed by individual decisions. ENROLL NOW to receive FREE curriculum materials and film taping rights. Fax your name, school address and phone number to TCM (770)739-7085.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:20... 01:20

TODAY'S NEWS ... 00:40...02:00

Top Story ... 03:20...05:20
-U.S. presidential candidates continue to stump for votes.
-Education reform is a key issue in the U.S. presidential campaign.

DAILY DESK ... 00:35...05:55

Editor's Desk ... 02:20...08:15
A new women's museum is opening in Texas.

WORLDVIEW ... 00:30...08:45

Artistry in Action: China Disabled Art ... 02:50...11:35
A Chinese art troupe proves that disability is no limitation when it comes to performing.

Our Planet: Russia Salmon Rivers ... 03:50...15:25
Development threatens some of Russia's richest salmon rivers.

Inside North America ... 03:50...19:15
All aboard for an education on the rails.

NEWS CHRONICLE ... 00:30...19:45

Special Series ... 04:30...24:15
A descendant of Leif Eriksson recreates an ancient journey.

Youth-e-Vote ... 02:10...26:25
U.S. students vote in the first national online youth mock election.

CNN NEWSROOM CLOSE ... 01:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. When is the U.S. presidential election taking place? How may electoral votes does a candidate need to win the U.S. presidential election? Which U.S. states are the "battleground states"? Which U.S. states did the candidates visit yesterday? What issues did they address? Why do you think they chose to address these issues? Do you think their final days of stumping will impact the outcome of the presidential election? Explain.

2. What educational issues are Al Gore and George W. Bush addressing in their campaigns? How do their education plans differ? Refer small groups of students to the websites below to learn more about Al Gore's and George W. Bush's education plans. After groups present their information, create a chart that compares the candidates' proposals. Ask students: What are the pros and cons of each plan? Have students consider which of the candidates' education plans best addresses the concerns of teachers, students, parents and school administrators. How do the candidates' education plans reflect their parties' positions on the role of government in U.S. citizens' lives? Poll your students to find out which plan they support and why.

3. What is a referendum? Refer students to the last website below to learn whether there will be educational referenda appearing on their state's General Election Ballot on November 7, 2000. If so, have students consult online resources to learn about the referenda. Have students poll educators and parents in their community to find out their opinions on the different referenda. After students share their findings, poll students to learn whether or not they support the referenda and why.

4. How is public education funded in the U.S.? How does your state allocate its educational funds? Are federal and local educational funds equally distributed in your state? Explain. If not, what social and political problems does this inequity cause? How are students affected? Challenge your students to propose ways for your state to fairly distribute its educational funds.

LINKS:
http://www.algore.com/education/
http://www.georgewbush.com/issues/education.html
http://www.ed.gov/
http://www.pta.org/index.stm
http://www.opensecrets.org/basics/links/disclosure.asp
http://www.vote-smart.org/
http://www.vote-smart.org/index.phtml

EDITOR'S NOTE:
battleground states
electoral votes
parochial
status quo
education reform

DAILY DESK

Editor's Desk: Women's Museum

1. How many museums are there in the U.S.? Where is the new Women's Museum located? Why is this museum unique? Who are some of the women that are profiled in the museum? Why do you think these women were chosen?

2. According to Women's Museum founder Cathy Bonner, "There are over 8000 museums in the U.S. and most of them tell history from a male perspective." What do you think Ms. Bonner means? Why do you think most museums present information from a male perspective? Can you think of

historical accounts in books, movies or television that are gender-biased? If so, explain.

3. If possible, take students on a field trip to a local museum to investigate whether the museum's exhibits are gender-biased. Instruct each student to select an exhibit and write a report about its purpose, its historical importance, and whether it is gender-biased. Have each student share his/her report, and if he/she believes the exhibit to be gender-biased, discuss how the information could be more accurately presented.

4. Which women do you think should be represented in the Texas Women's Museum? Group students, and have each group research the background and accomplishments of a noted woman. Then, direct students to create a "museum exhibit" about this individual. Have students consider the following questions when designing their exhibits: What information and artifacts should be included? How should the information be displayed? Will the exhibit be interactive? After students have completed their projects, instruct them to assume the roles of curators, and have them give tours of the exhibits to other classes.

LINKS:
http://www.webaccess.net/~coolclas/women.htm
http://www.plgrm.com/Her_Heritage.HTM
http://www.legacy98.org/

EDITOR'S NOTE:
suffragettes
aviator
gender bias

WORLDVIEW

Artistry in Action: China Disabled Art

1. What is different about the art troupe seen in the video? Who are some of the troupe's performers? How do the dancers receive their instructions? Why do you think the troupe has been so well-received by audiences around the world?

2. There are many artists, musicians, and other performers with disabilities who have not let physical limitations stand in the way of their art. Challenge your students to learn more about these remarkable individuals. Have each student choose one physically challenged artist or performer and conduct research to learn about that person's story. Have each student present a written profile of his/her chosen individual to the class. Discuss the character traits these performers and artists share that have helped them overcome adversity and maximize their potential.

LINKS:
http://www.vsarts.org/events/00china.html
http://www.vsai.org/
http://www.arts.endow.gov/partner/Accessibility/AccessMap.html
http://www.disabled-musicians.org/

Our Planet: Russia Salmon Rivers

1. Where is Kamchatka? What kinds of fish are abundant in its rivers? How much of Kamchatka's economy is based on commercial fishing? What percentage of Pacific salmon is spawned in Kamchatka's waters? What is happening to the salmon stocks elsewhere?

2. What now threatens Kamchatka's salmon stocks? Who controls the salmon trade in Kamchatka? Who are the poachers? What role does Russia's poor economy play in the declining salmon runs? How is development also threatening the salmon?

3. Why are researchers from Oregon's Wild Salmon Center in Kamchatka? What challenges does the American-Russian team face? Environmentally speaking, how is Kamchatka now "at a crossroad"?

4. Why is saving the salmon so important? Ask students to consider how the fate of one species affects others. Have students work in groups to research other plant and animal species found in Kamchatka, and share their findings. As a class, construct a food web and discuss how a drastic decline in the number of salmon might affect other species in Kamchatka.

LINKS:
http://www.worldtrout.com/
http://www.cqs.washington.edu/~hinrich/lifehistory.html
http://www.flyshop.com/centers/international/08-99Kam/
http://www.kamchatkapeninsula.com/salmon.html

Inside North America: "Choo Choo University"

1. Why do students enroll at the Modoc Railroad Academy? What are some of the things they learn? How much does the eight-week course cost? How does this compare to railroad starting salaries? How have graduates of the course been received by railroad companies?

2. Ask students why they think railroading fascinates so many people. Challenge them to explore the fact and folklore of the rails. Assist groups of students in conducting research to learn more about railroading and its importance as a mode of transportation, or railroading as a backdrop for stories, plays, and songs. Have each group offer a formal presentation on one of the following topics:
   - The history of the Iron Horse
   - The railroad and westward expansion
   - Railroads and modern commerce
   - Folklore and trains: "Tales from the Rails."

LINKS:
http://www.announce.com/~pdennis/rail_links.html
http://www.railroaddata.com/rrlinks/
http://www.railtraveler.com/
http://pinnaclewebs.com/railroadstories/

EDITOR'S NOTE:
Tchaikovsky
watershed
chinook
red coho
char
spawned
poaching

NEWS CHRONICLE

Special Series: Vikings: Part 3

1. Who was Leif Eriksson? What did he discover? What evidence supports the theory that the Vikings made it to North America 1000 years ago?

2. Who is Gunner Eggertsson? When did he become interested in the Vikings and their ships? What was the destination and purpose of his voyage? How long did it take Gunner Eggertsson to complete his trip? Who accompanied him on the trip? Why was Gunner Eggertsson's trip historically and scientifically important? Why do you think the journey is a source of pride for Icelanders?

3. Using a world map and information from the second website below, have students plot the course of Gunner Eggertsson's voyage. What factors made his trip treacherous? Then have students consider how our knowledge of the earth, oceans, weather and sailing has evolved since Leif Eriksson's time. As an example, you may want to inform students that "during the era of the Vikings, most Europeans believed that the world was flat and the ocean emptied into an abyss." Make a list of your students' responses. Then, as a class, have them consider the risks assumed by Lief Eriksson, and the challenges that he probably encountered during his voyage. How do you think Gunner Eggertsson's and Leif Eriksson's voyages differed?

4. Point out to students that the Vikings did not establish a permanent settlement in North America. Send students on an online scavenger hunt to find out the different theories about why the Vikings didn't settle in North America. These theories include poor farming opportunities and the inability of the Vikings to establish positive relations with the Native Americans. After students present their findings, have students brainstorm a list of differences that may have contributed to the conflict between the Vikings and the Native Americans.

LINKS:
http://www.leifur-eiriksson.org/
http://www.viking-2000.com/
http://www.athenapub.com/vinland1.htm
http://www.beyond.landsend.com/viking/lore/index.html?sid=0961369572250
http://www.pastforward.co.uk/vikings/

Youth-e-Vote

1. What is Youth-e-Vote? What civic lessons can students learn by participating in the Youth-e-Vote mock election? Why is this mock election politically significant? How might this mock vote impact future "real" elections? In your opinion, how might the U.S. presidential candidates use the results of this mock election to their advantage? Give examples.

2. How is Youth-e-Vote funded? Do you think it is important that the organization's funding sources are "nonpartisan" and "nonprofit"? Explain.

3. Do you think it's important for young people to vote? Explain. Why do you think so many Americans don't vote? Point out to students that Americans have the freedom not to vote. Then ask, do you think it's civically responsible if Americans choose not to vote? Why or why not?

4. Generate a class discussion about the problems associated with voter apathy in a democratic republic. How could a lack of voter interest and participation be dangerous for the U.S. political system? What can be done to generate interest in the political process? After a brief discussion, have students consider the following proposals that some have offered (and that some governments have implemented in other places) to promote voter participation:
    1. Mandatory voting (all citizens must vote or be in violation of the law)
    2. Fewer elections (combining local/state/national elections for fewer trips to the polls)
    3. A national holiday for election day, requiring all businesses to cease operation so that everyone who is eligible can vote
    4. Online voting.

    Divide the class into four groups, and have each group choose one of these options to consider and discuss. What are the benefits and drawbacks of each? Allow groups to present their views and discuss which, if any, of these approaches might have a positive impact on voter turnout.

LINKS:
http://www.youthevote.net/
http://www.mockelection2000.net/index.html
http://fyi.cnn.com/fyi/index.html

EDITOR'S NOTE:
Vikings
Leif Eriksson
Gunner Eggertsson
mock election
nonpartisan
nonprofit
apathy

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CNN NEWSROOM Guide

November 6, 2000

Log on to CNNfyi.com for news that affects your world.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00...02:00

Top Story ... 05:45...07:45
-Voter turnout in the U.S. has been low in recent years.
-Grass-roots volunteers help to get the vote out.

DAILY DESK ... 01:05...08:50

Environment Desk ... 03:40...12:30
Public opinion differs on how to best use the Arctic National Wildlife Reserve.

WORLDVIEW ... 00:55...13:25

Artistry in Action: Anoushka Shankar ... 03:45...17:10
The daughter of a musical legend carries on a cultural tradition.

One World Habitat: Ozone Layer ... 02:15...19:25
NASA announces the largest ozone hole ever measured.

Check it Out ... 03:05...22:30
The wreck of a feared pirate's ship is an archaeological treasure chest.

Turner Website Information ... 00:45...23:15
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:30...23:45

Student Bureau ... 03:15...27:00
Many young voters are disenchanted with politics.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000: Getting the Vote Out

1. Approximately how many Americans are expected to vote tomorrow? In spite of this large number, why is this bad news? What percent of the electorate voted Franklin Roosevelt into office in 1932? What was happening in the U.S. at that time? When was the Cold War? How did the Cold War impact voter turnout from 1952-1968? What was the focus of voter attention during that period?

2. What are some of the reasons why voter participation has declined since the Cold War? What do demographic and geographic patterns tell us about who is most likely to vote? What does Curtis Gans predict about tomorrow's turnout?

3. Who is Jerry Wallace? Explain how he is part of a grass-roots political effort. What is he doing to help get out the vote? Why is this so crucial in states like Wisconsin?

4. Refer your students to their texts or other resources for copies of the U.S. Constitution. As a class, scan the Amendments to determine which ones are directly related to suffrage, and write these on the board. Note the date each was ratified. Generate a class discussion about the events that led to the passage of each Amendment, and the sacrifices made by many so that future generations could enjoy this right. Then ask: Even though one has the freedom *not* to vote, is this the best way to utilize one's rights? Discuss how voter apathy impacts the political agenda in the U.S.: Who "makes the rules" when only a few care to get involved?

5. Generate a class discussion about the problems associated with voter apathy in a democratic republic. How could a lack of voter interest and participation be dangerous for the U.S. political system? What can be done to generate interest in the political process? After a brief discussion, have students consider these proposals that some have offered (and some governments have implemented in other places) to promote voter participation:
   - Mandatory voting (all citizens must vote or be in violation of the law)
   - Fewer elections (combining local/state/national elections for fewer trips to the polls)
   - A national holiday on election day, requiring all businesses to cease operation so that everyone who is eligible can vote
   - Online voting.

   Divide the class into four groups, and have each group choose one of these options to consider and discuss. What are the benefits and drawbacks of each? Allow each group to present its views and discuss which, if any, of these approaches might have a positive impact on voter turnout.

LINKS:
http://www.cnn.com/ALLPOLITICS/
http://www.fec.gov/elections.html
http://www.igc.org/cvd/library/turnout/compare2.htm
http://www.capitolhillblue.com/whyvote.htm
http://www.capitolonline.net/chapt6/contents.htm

EDITOR'S NOTE:
electoral votes
Social Security
precinct
parliament
Cold War
civic
battleground
grass-roots

DAILY DESK

Environment Desk: Fate of the Wild

1. Why has there been a surge in public interest about the ANWR (Arctic National Wildlife Reserve)? How is this land currently being used? From where does the majority of petroleum products used in the U.S. currently originate? How have oil and natural gas resource development changed Kaktovic over the last few decades?

2. What is Fenton Rexford's opinion of how the ANWR should be used? How do Mr. Rexford's and the Gwich'in Indians' opinions differ? In your opinion, does the need for the natural resources buried beneath the ANWR outweigh the need to preserve its natural state? Explain.

3. The story states that Governor George W. Bush and Vice President Al Gore have both made the use of the ANWR a campaign issue. Working in small groups, have your students investigate the differences between the candidates' positions. Then, instruct each group to develop a plan for ANWR use that all group members endorse. Ask students to consider whether the ANWR should be conserved or drilled for its oil and gas resources. Students can include measures from the candidates' platforms, develop their own provisions, or use a combination of the two. Have each group present its plan. After students discuss the benefits and drawbacks of each plan, as a class, have students develop an ANWR-use plan that is favored by at least 75% of the students in your class.

LINKS:
http://www.agiweb.org/legis105/anwr.html
http://www.anwr.org/topten.htm
http://www.ssc.org/news/GenE_w99/anwr.html
http://www.issues2000.org/Environment.htm
http://www.algore2000.com/
http://www.georgewbush.com/

EDITOR'S NOTE:
Inupiat
tundra
caribou
Gwich'in Indians
Arctic National Wildlife Reserve

WORLDVIEW

Artistry in Action: Anoushka Shankar

1. Who is Anoushka Shankar? How old is she? Who is her famous father? How did he introduce the sitar to people around the world?

2. What does former Beatle George Harrison mean when he says that Anoushka has "no way of escaping Ravi"? Why does Harrison feel sorry for her? What is the one aspect of his career that Anoushka's father, Ravi, does not want her to experience? How is Anoushka's life different from her father's?

3. Even with her famous father, what challenge does Anoushka face? How is her father trying to help her? How was her recent New York performance received? In what way was this performance a "personal validation" for her?

4. Ravi Shankar has said in a recent interview, "I am waiting for the time when I will be called 'Anoushka's father.'" Read this quote to students and ask them what Ravi Shankar means. Then divide the class into small groups and challenge each to consider the music created by other father/child performers, such as Bob and Jakob Dylan, John and Julian Lennon, and Hank

Williams, Sr. and Hank Williams, Jr. Have each group select any father/child musical talent and learn more about the music each person performs, the challenges each performer faces, and how the younger performer perpetuates the music and its culture. Have groups present their findings, along with samples of each performer's music, if possible. Discuss the similarities and differences in styles between father and child. In each case, do students think the father or child will be more remembered for his/her impact on music? Why?

LINKS:
http://www.anoushkashankar.com/
http://www.ravishankar.org/
http://www.rediff.com/news/1999/dec/24us1.htm

One World Habitat: Ozone Layer

1. How large is the largest ozone hole recently measured by NASA? What do scientists blame for the hole? What is the polar vortex? How does it contribute to the size of the ozone hole?

2. What are the harmful consequences of a large ozone hole? In spite of the larger hole, what good news is there regarding the levels of chemicals that act to destroy the ozone? What gets the credit for this stabilization? What long-term benefit could the chemical crackdown have on the ozone?

3. Point out to students that the ozone depletion story starts with CFCs, also known as chlorofluorocarbons. This family of commonly-used industrial compounds was invented in 1928 by a scientist named Thomas Midgley, Jr. CFCs came to be known as "miracle compounds" because they made so many modern conveniences a reality, including refrigeration, air conditioning, and aerosol spray containers. Challenge your students to find out how these miracle compounds that enhanced the quality of modern life have had such a negative impact on the environment. Have students work in teams to research CFCs and their connection to ozone depletion. Have each team present its findings. Then challenge each team to find one way in which the use of these compounds is regulated.

LINKS:
http://sti.larc.nasa.gov/randt/1993/RandT/SectionI/I16.html
http://www.nrdc.org/air/pollution/hozone.asp

Check it Out: Blackbeard's Pirate Ship

1. Where is the wreck of the *Queen Anne's Revenge*? Why is the wreck significant? Why are archaeologists especially excited by this find?

2. Who was Blackbeard? Why might his reputation have been exaggerated? What are some of the artifacts that have been recovered from his ship? What was Blackbeard's ultimate fate?

3. How do archaeologists know that this is the wreck of the *Queen Anne's Revenge*? Ask students to consider what clues an archaeologist would examine in order to make this determination. Have students research the *Queen Anne's Revenge* Shipwreck Project (first website below) and historical resources to learn more about Blackbeard and his ship. Share student findings in class discussion. Ask students: If you were a historian, what clues might lead you to the conclusion that this is (or is not) the wreck of the *Queen Anne's Revenge*?

LINKS:
http://www.ah.dcr.state.nc.us/qar/
http://www.ah.dcr.state.nc.us/qar/main/faqs.htm
http://ocracoke-nc.com/blackbeard/

EDITOR'S NOTE:

virtuoso
sitar
stratosphere
polar vortex
ultraviolet rays
chlorofluorocarbons
Blackbeard
blunderbuss

NEWS CHRONICLE

Student Bureau: The "Lost" Vote

1. How would you describe Amy Galante's view toward politics? Why doesn't she want to vote this year? How is her mood reflective of a trend among young voters?

2. What percent of voters between the ages of 18-20 went to the polls in 1996? How did this compare to the number of voters aged 45-64? What do you think accounts for this disparity?

3. Why does Christiane Pillsbury intend to vote? What is Phong Nguyen's reason for voting? Do you think these are good reasons? Do you think these young voters could convince others their age to vote tomorrow? Why or why not? What do presidential candidates Al Gore and George W. Bush think about the problem of youth voter apathy? Do you think either, both, or neither of these candidates is(are) addressing issues important to youth? Explain.

4. Point out that voters who are 18-30 years old make up 25% of the voting population in the U.S., and they could wield considerable political clout if they chose to participate. Ask students how faithful participation by young voters would shape the political agenda. Assist students in consulting news sources to learn more about the issues that have become most important in the last few days of this presidential campaign. Ask: Why do you think that prescription drug coverage, Medicare, and Social Security have all been repeatedly discussed by Al Gore and George W. Bush? Do students think young voters see these as important issues? If not, how might young voters be able to better influence the political agendas of the candidates?

LINKS:
http://www.youthvote2000.org/
http://www.youthlink.org/
http://info.greenwood.com/books/0313279/0313279624.html
http://www.vote-smart.org/yip/

EDITOR'S NOTE:
young voters
national trend
voter turnout
apathy

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CNN NEWSROOM Guide

November 7, 2000

Follow CNN NEWSROOM and the Daily Classroom Guide for Special Election Coverage tomorrow!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00...02:00

Top Story ... 05:35...07:35
-Candidates Bush and Gore wind down their presidential campaigns.
-Control of both the House and Senate is up for grabs today.

DAILY DESK ... 01:00...08:35

Health Desk ... 02:10...10:45
HCM is a rare heart disease that often goes undetected in routine sports physicals.

WORLDVIEW ... 00:25...11:10

Culture Watch: "Genghis Blues" ... 03:35...14:45
"Genghis Blues" tells the story of a blind musician pursuing a dream.

Wild Kingdom ... 03:00...17:45
Giant jellyfish are invading the Gulf of Mexico.

Communication Transformation: Asian Women & Technology ... 03:45...21:30
Techology is transforming the lives of Asian women.

NEWS CHRONICLE ... 00:30...22:00

Democracy in America ... 02:10...24:10
History will be made today with the first online voting, but don't expect it to become the norm yet.

Democracy in America ... 03:00...27:10
CNN's Bruce Morton takes a look back at Campaign 2000.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. How did Vice President Al Gore spend the last day of his presidential campaign? Where will he vote and watch the election returns? Where was Governor George W. Bush yesterday? Where will he cast his ballot and monitor the election returns?

2. Who is Dennis Hastert? What political challenge faces him and the Republican House majority? Who are some of the vulnerable incumbents in the Republican House? According to the GOP, how many seats are truly competitive? What is political analyst Charlie Cook predicting about control of the new Congress? What are Republicans doing to illustrate that they "are taking nothing for granted"?

3. Who is Richard Gephardt? What position could be his if his party wins control of the House? How many seats would the Democrats need to pick up in order to regain control of the House? What is the Democrats' strategy in the congressional races? How do they feel about their chances?

4. What issues and personalities are elements in some key congressional races? How will the outcome of these races impact party control of the House and Senate?
    1. Have students work in groups to learn more about current party control of both the House and Senate as they prepare to watch the results of today's congressional races. Direct each group to note the number of House and Senate seats currently held by each party, and how many seats are up for grabs today.
    2. Then, have each group consult the sites below, or other current news sources, to determine the most vulnerable seats.
    3. Ask each group to research one of these races and provide an analysis of the candidates and issues to the class. Challenge each group to predict the outcome of that race.
    4. As a class, compile all the predictions and ask students who they think will win control of each house. Compare their predictions to the actual election results tomorrow.

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/11/06/campaign.wrap/index.html
http://www.cnn.com/2000/ALLPOLITICS/stories/11/06/rothenberg.column/index.html
http://www.cnn.com/ELECTION/2000/resources/rothenberg/house.html
http://www.cnn.com/ELECTION/2000/resources/rothenberg/senate.html
http://www.cnn.com/ELECTION/2000/resources/rothenberg/topsenraces.html

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EDITOR'S NOTE:
incumbent
impeachment
stumping
Speaker of the House
Dennis Hastert
Richard Gephardt

DAILY DESK

Health Desk: High School Heart Check

1. How did Scotty Lang die? What is hypertrophic cardiomyopathy (HCM)? What diagnostic tool is used to detect HCM? How expensive is this diagnostic procedure? What percentage of young athletes who die suddenly have hypertrophic cardiomyopathy? Do you think all student athletes should be tested for HCM? Why or why not? If so, who should pay for the testing?

2. Point out to students that, according to the American Heart Association, in 1997, heart disease was the second leading cause of death among kids from birth to 14 years of age, and the third leading

cause of death among people ages 15-24. Do you know someone who suffers from heart disease? If so, what type of heart disease does he/she have? How has the disease affected his/her life?

3. Challenge students to learn more about the origin, symptoms, prevention and treatment of HCM and other forms of heart disease. Direct students to identify the statistics of heart disease in their country and answer questions such as: Where does heart disease rank in leading causes of death? Have the figures risen or fallen in the past decade? What factors account for the increase or decline? What can people do to prevent heart disease? Students can then create brochures to educate their peers about the dangers of heart disease and how to prevent it. Distribute the brochures to students, teachers, and the school nurse and librarian.

LINKS:
http://www.mayo.edu/cv/wwwpg_cv/hocm_cln/hocm.htm
http://www.kanter.com/hcm/
http://www.cadvision.com/hcmac/index.htm
http://www.americanheart.org/
http://www.pbs.org/wgbh/nova/heart/

EDITOR'S NOTE:
hypertrophic cardiomyopathy (HCM)

echocardiogram

WORLDVIEW

Culture Watch: "Genghis Blues"

1. What is throat-singing? Where is it a musical tradition? Where is Tuva? Who is Paul Pena? When and how did he first encounter throat-singing? How did it change his life?

2. What is the subject of "Genghis Blues"? How does Paul Pena get to live his dream in the film? For what award has the film been nominated?

3. Inform your students that Tuva's legends reveal that the earliest throat-singing was meant to replicate sounds heard in nature, such as gurgling water and swishing winds. Direct your students to the last website below for an explanation of the origins and music behind Tuva's throat-singing. Challenge your students to think of other examples of music duplicating nature, and share their examples or sample recordings with the class.

LINKS:
http://www.genghisblues.com/
http://www.paulpena.com/
http://www.sciam.com/1999/0999issue/0999levin.html

Wild Kingdom: The "Terminators"

1. What do fishermen in the Gulf of Mexico call the species scientists call "Phyllorhiza punctata"? What kind of animals are these? Do these jellyfish present a major problem to swimmers? Explain. To whom (or what) do they present problems? Why?

2. What is the native habitat of the "terminators"? How was the species likely introduced into the Caribbean and, ultimately, the Gulf of Mexico? What conditions enabled these jellyfish to survive there? What natural event could be the solution to the problem of the terminators? Why?

3. The U.S. Geological Survey classifies Phyllorhiza punctata as one species of "nonindigenous coelenterates" in the United States. Ask your students what this means. Then direct them to the first website below, and other resources, to learn more about other species of jellyfish that can be found in U.S. waters, even though these waters are not their native habitats. Discuss some problems created by "invader species," and the difficulties scientists face in dealing with them. Divide the class into groups. Challenge each group to come up with either a man-made or a natural solution to the terminator problem.

LINKS:
http://nas.er.usgs.gov/coelenterates/coelenterateslist.htm
http://www.disl.org/~mgraham/phyllorhiza.htm
http://www.fishingnj.org/jellyfish.htm
http://www.ngnews.com/news/2000/08/08162000/giantjellies_2933.asp

Communication Transformation: Asian Women & Technology

1. How has technology changed Grace Rante's life? How has the percentage of women online in China grown over the past year? How has it grown in Japan?

2. What are the benefits of technology for Asian women who want to work? What are some of the ways online technology helps Asian women manage their households? How does the number of female online users compare to the number of male users in developing countries? Why do you think this is so? What do analysts predict about Asian 'net use next year? How do you think that Internet use might affect traditional social values in Asia?

3. Some experts refer to the global gap between male and female Internet users as the "Gender Digital Divide." Ask students what this means, and whether they think this is an accurate title. Then have students search online for statistics on male and female use of the Internet worldwide, and share their findings. What might be some benefits of eliminating the Gender Digital Divide. Would there be any drawbacks? Discuss.

LINKS:
http://www.womenasia.com/
http://www.womenasia.com/divide/index.html
http://www.dearwebwoman.com/

EDITOR'S NOTE:
throat-singing
Phyllorhiza punctata
toxicity
technology

NEWS CHRONICLE

Democracy in America: Counting the Vote

1. How did Arizona voters make history in the primaries earlier this year? Where will the first online votes in a general election be cast today? By what methods do most Americans vote? Why are even electronic voting systems inefficient and fragmented? Why was the system designed to be this way?

2. According to Doug Lewis of the Election Center, what prevents the government from using the Internet as an election tool? How is voting conducted with the federal absentee ballot experiment? What is the difference between the Internet and an Intranet? Which do you think would present a safer voting system? Why?

3. What advances in voting technology are being used this year? What kind of Internet voting does Doug Lewis predict we will eventually see? Why is "controlled access" important in the voting process?

4. According to Dr. Lorrie Faith Cranor, a research leader in the field of electronic voting, there are certain "desirable characteristics" for electronic polling systems. Read this list of desirable characteristics for electronic voting systems to your class:
   - accuracy
   - democracy (A system is democratic if it permits only eligible voters to vote and it ensures each eligible voter can vote only once)
   - privacy
   - verifiability (A system is verifiable if anyone can independently verify that all voters have been counted correctly)
   - convenience
   - flexibility
   - mobility.

   Generate a class discussion about some of the methods of voting seen in the video. Which of these criteria does each meet? Do most methods of voting, electronic or non-electronic, meet these criteria? Challenge each student to come up with his/her idea of the "perfect" voting system, and write an essay explaining why his/her suggestion is the best for a democratic republic.

LINKS:
http://www.acm.org/crossroads/xrds2-4/voting.html
http://slate.msn.com/netelection/entries/99-10-26_37750.asp
http://www.fairvote.org/reports/1999/index.html
http://www.ccrc.wustl.edu/~lorracks/sensus/hotlist.html#risks

Democracy in America: Election Essay

1. Who were some of the early presidential candidates in Campaign 2000? Who were the candidates nominated by the Republican and Democratic parties at their respective conventions? What were some of the concerns raised about each of these nominees?

2. What do you think defeated presidential candidate Adlai Stevenson meant when he said that public servants often serve the people better than their "apathy and indifference deserve"? Do you agree or disagree with Mr. Stevenson's sentiment? Explain. Why is it vital to the workings of a democratic republic that its citizens vote? What percent of registered voters do you think will cast their ballots today? Why do you think it is not a higher percentage?

3. Challenge students to compose their own "election essays," either on paper or videotape. Ask students to consider the events that have transpired over the past 18 months, the candidates who have made themselves known, and their appeal (or lack thereof) to the American people. Have each student present his/her essay. After all the presentations, ask students what they are likely to one day tell their grandchildren about the 2000 election.

LINKS:
http://www.looksmart.com/eus1/eus52213/eus147927/eus269889/eus570636/eus263010/eus572605/r?l&
http://www.presidentialwatch.com/
http://www.cnn.com/ALLPOLITICS/

EDITOR'S NOTE:
absentee
tabulated
Intranet
electronic voting
delegates

convention
debates
apathetic

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CNN NEWSROOM Guide

November 8, 2000

TEACHERS: Today's CNN NEWSROOM has been preempted to allow continuing coverage of the presidential race.
The following questions and activities are provided to help your students better understand the U.S. electoral process and yesterday's elections.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:00... 00:00

SPECIAL REPORT ... 00:00...00:00

Election 2000 ... 00:00...00:00
-The U.S. presidential election is too close to call.
-Voters cast ballots in House and Senate elections.

CNN NEWSROOM CLOSE ... 00:00... 00:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Election 2000

1. **The Electoral College.** What is the current status of the presidential race? Which two candidates are locked in one of the closest presidential elections in U.S. history? Why is the outcome of this race still undetermined? Why do you think this is such a close race? Which state holds the key to victory for one of these candidates? Why?

2. Why is it important for presidential candidates to "win" states? What is the Electoral College, and how does it work? Challenge groups of students to conduct research to learn more about the Electoral College. Have students consider the following questions to guide their research and discussion:
    1. Who created the Electoral College, and why?
    2. When a voter casts his/her vote for president, for whom is he/she really voting?
    3. How are the number of electors per state determined? Which states have the greatest number of electoral votes? Which have the least?
    4. Of the 538 electoral votes, how many must a presidential candidate win in order to win the presidency? What happens if no one candidate receives a majority of these votes? Has this ever happened?

3. ***Attention, teachers!*** If you're looking for lesson plans and projects on the Electoral College, we have some great sites for you:

Check out the CNNfyi.com lesson plan at http://fyi.cnn.com/fyi/interactive/news/10/election.special/teachers/lp.electoral.college.html.

There's also the Turnerlearning.com lesson plan at http://turnerlearning.com../cnn/election/lesson6.html.

HighWired.com presents a classroom project on the Electoral College at http://www.highwired.com/Classroom/Project/0,2069,23713-68133,00.html.

4. **The U.S. House and Senate.** Has party control of each of the houses of Congress been determined? Explain. Why was Hillary Rodham Clinton's Senate victory historically significant? Who won the Senate race in Missouri? Why were many political observers watching this race? Who will serve the term of this deceased candidate?

5. Former House Speaker Tip O'Neill once said that all politics are local. What did he mean by this? Review the results of congressional elections in your state and generate a class discussion about their significance. In students' views, did these individuals win because of national issues or local concerns? Discuss how congressional representatives translate the concerns of their local electorate into national policy.

6. **The Electorate.** What was the percentage of eligible voters who turned out nationwide for yesterday's election? What percentage of eligible voters in your state turned out yesterday? How does this presidential election underscore the importance of exercising one's right to vote?

7. Introduce students to the term "political efficacy." According to "Magruder's American Government," political efficacy is defined as, "The belief a person has that his/her participation in politics (e.g., voting) can affect the workings of government." Help students contact the local Registrar of Voters and other resources to find out what percentage of eligible voters actually voted yesterday in their community. Discuss the significance of this statistic. Why do students think many people chose not to vote? To what extent is political efficacy a factor in this decision? What do students think can be done to increase the level of political efficacy among young people who will have the opportunity to make the political decisions of the future? Discuss.

LINKS:
http://www.cnn.com/
http://www.cnn.com/ALLPOLITICS/
http://www.fec.gov/pages/ecworks.htm
http://fyi.cnn.com/fyi/interactive/news/10/election.special/electoral.college.html
http://www.nara.gov/fedreg/elctcoll/index.html#top
http://www.nara.gov/fedreg/elctcoll/faq.html
http://turnerlearning.com../cnn/election/l6_backgrounder.html
http://www1.jump.net/~jnhtx/ec/ec.html

EDITOR'S NOTE:
Electoral College
George W. Bush
Al Gore
House of Representatives
Senate
recount
democratic republic
popular vote

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CNN NEWSROOM Guide

November 9, 2000

Teachers: Today's CNN NEWSROOM is a Special Edition focusing on the U.S. elections.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

SPECIAL REPORT ... 01:30...02:30

Election 2000: The Electoral College ... 05:00...07:30
-Americans wait as a Florida recount determines their next president.
-The Electoral College actually elects the president.

Voter Turnout ... 01:50...09:20
An estimated 50 percent of eligible voters went to the polls on Tuesday.

Expatriates ... 02:40...12:00
How do U.S. citizens living overseas vote?

World Reactions ... 03:00...15:00
The world watches and reacts as U.S. electoral history unfolds.

House and Senate: Balance of Power ... 04:00...19:00
CNN's Andy Jordan examines the U.S. Congress and the concept of balance of power.

The New Congress: Gridlock Potential ... 05:20...24:20
-The 107th Congress will be an almost evenly divided one.
-Congressional gridlock can be good for business.

Power of the People ... 03:00...27:20
Leaders learn harsh lessons when they treat power as a personal possession.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Election 2000: The Electoral College

1. Why is this presidential election historically significant? Which two candidates are involved in this extremely close race? Which state will determine its outcome? How many electoral votes does Florida have? Who currently leads in the popular vote? What count determines the winner in a U.S. presidential race? How many electoral votes does a candidate need to win to be elected president?

How does Tuesday's election illustrate the principle that every vote counts?

2. When a person votes for president in the U.S., for whom is he/she actually voting? What is the "winner take all" system? How did the U.S. get the Electoral College? Explain how regionalism was a factor in the constitutional framers' decision to create the Electoral College. What problems became evident with the Electoral College system early in U.S. history?

3. How many electors are there? When and where will the electors actually cast their votes for president and vice president? How is the vote conducted? When and where are the results of the Electoral College vote announced? Do you think there would be repercussions if one candidate won the popular vote and the other won the electoral vote this year? Explain.

4. Inform your students that two elements of the Electoral College that are sometimes questioned are its "winner take all" system and the problem of the "faithless elector."
    1. Challenge your students to conduct research to find the names of the two states that do not use the "winner take all" system to award their electoral votes, and find out how their votes are awarded.
    2. Next, direct students to research the issue of the "faithless elector," that is, an elector who casts his/her vote for a candidate other than the one who won the state: Has this ever happened? If so, when? Has it ever impacted the outcome of an election? Is there any legislation that mandates that the electors must be faithful?
    3. Share student findings in class.

   Some political scientists have suggested reforms to the Electoral College that would change the "winner take all" system to a divided electoral count system like that of Maine and Nebraska. They have also suggested federal legislation to make electors cast their ballots for the winning popular vote candidate and not someone else. Do students think either, neither, or both of these reforms are worth consideration? Discuss.

5. Ask students what they think of the Electoral College. Is this a good or bad system? Generate a class discussion about the system and the impact of each of these statements (pro and con) on the electoral process. The Electoral College system:
    - favors voters in large states with greater political clout;
    - prohibits third-party growth;
    - encourages candidates to run more broad-based campaigns;
    - promotes political stability;
    - cannot guarantee that each elector will vote for the candidate who wins his/her state.

   Ask students to consider any other evidence in support of or opposition to the Electoral College system. Then have each student consider whether he/she thinks the system should be kept as it is, reformed, or eliminated altogether. Have each student write a position paper explaining his/her opinion on the subject of the Electoral College and the rationale for that belief.

6. **Attention, teachers!** If you're looking for lesson plans and projects on the Electoral College, we have some great sites for you:

   Check out the CNNfyi.com lesson plan at: http://fyi.cnn.com/fyi/interactive/news/10/election.special/teachers/lp.electoral.college.html.

   There's also the CNN **Your Choice. Your Voice.** electoral process lesson plan at: http://turnerlearning.com../cnn/election/lesson6.html.

   HighWired.com presents a classroom project on the Electoral College at: http://www.highwired.com/Classroom/Project/0,2069,23713-68133,00.html.

LINKS:

http://www.fec.gov/pages/ecworks.htm
http://fyi.cnn.com/fyi/interactive/news/10/election.special/electoral.college.html
http://turnerlearning.com../cnn/election/l6_backgrounder.html
http://www.nara.gov/fedreg/elctcoll/index.html#top
http://www.nara.gov/fedreg/elctcoll/faq.html
http://www.avagara.com/e_c/
http://www.infortainment.com/ESSAY007.HTM

Voter Turnout

1. Approximately how many voters cast ballots in Tuesday's elections? How does this compare to the numbers that turned out in 1996? Why do some experts believe there was a slight increase in voter participation this election?

2. Historically, when did voter turnout reach its peak in the U.S.? What percent of registered voters cast ballots in the Kennedy-Nixon election? What has been the general trend in voter participation since then? If you were a registered voter who decided not to vote on Tuesday, do you think you would regret your decision or stand by it? Do you think this close election will impact voter participation in the next presidential election? Why or why not?

3. Point out to students that if half of all eligible voters cast ballots in this election, half did not make their voices heard at all. Generate a class discussion about some reasons why people do not vote. Then ask students to consider some ways to increase voter participation. Inform students that in some countries, for example, voting is mandatory. Some experts have suggested that technology, in the form of e-voting or Internet voting, would increase voter turnout. Do students think these or any other ideas would work in the U.S.? Challenge each student to write an essay explaining his/her ideas for increasing voter turnout.

LINKS:
http://www.cnn.com/ALLPOLITICS/
http://www.fec.gov/elections.html
http://www.cnn.com/2000/TECH/computing/11/08/e.voting.no.gamble.idg/index.html

Expatriates

1. Why is the mailbox the ballot box for most Americans living overseas? Who is eligible to vote this way? According to U.S. government estimates, approximately how many of its eligible voters live overseas?

2. How do some U.S. embassies, like the one in London, help Americans living abroad to vote? What is an FPCA? How can a voter get one? What does the FPCA allow a voter to receive? When must a postal vote be received by the state of Florida? How might this further delay the outcome of the U.S. presidential election?

3. Of the estimated 6 million American voters living overseas, approximately half of these are armed forces personnel and their families. Inform students that the U.S. military is experimenting with online voting as one way to provide these citizens with a way to exercise their right to vote. In class discussion, compare online voting to the methods of voting exercised by those in the video: What are the advantages and disadvantages of each method for expatriates?

LINKS:
http://freep.com/news/nw/vote4_20000104.htm
http://usmilitary.about.com/careers/usmilitary/library/milinfo/allhands/blvoting.htm?iam=dpile&terms=%
http://www.aaro-intl.org/faq.html

World Reactions

1. How do some in the global community react to the U.S. electoral process? Why do you think they find the process confusing? Entertaining? What happened when the U.S. media prematurely declared George W. Bush the winner? Which governments responded, and how?

2. How might the election outcome affect some countries? Why does the closeness of this election pose problems for international policy? What is a "mandate"? In your opinion, does a close election mean that a president has no real mandate? Explain.

LINKS:
http://www.cnn.com/2000/WORLD/europe/11/08/euro.reaction.02/index.html
http://www.cnn.com/SPECIALS/2000/usvote/
http://www.cnn.com/2000/WORLD/europe/11/04/president.foreignview.ap/index.html

House and Senate: Balance of Power

1. What two chambers comprise the U.S. Congress? How do these two chambers differ? What recent incident powerfully demonstrated the differences between the House and the Senate? How?

2. Why is the political composition of the House and the Senate significant? When did the position of U.S. senator become an elected office? In your opinion, what are the pros and cons of electing, versus appointing, U.S. senators?

3. What does the term "bicameral" mean? How does a bill become a law? Why is this often a long process? What are the benefits and drawbacks of this process? Give an example.

4. What are the three branches of the U.S. government? Why is there a system of "checks and balances" among them? What is the origin of this system? Have students create diagrams that illustrate the system of checks and balances. Then, direct students to demonstrate their understanding of this principle by having them bring in news articles that illustrate checks and balances in action (for example, congressional approval of a presidential appointee, presidential veto of a bill, etc.). After students present their information, ask: Do you think the system of checks and balances is foolproof? Why or why not?

LINKS:
http://www.cnn.com/
http://fyi.cnn.com/fyi/
http://gi.grolier.com/presidents/ea/side/checks.html
http://www.house.gov/
http://www.senate.gov/
http://www.house.gov/house/Educat.html

The New Congress: Gridlock Potential

1. Will there be a solid Democratic or Republican majority in either the House or the Senate in January? Explain. What is bipartisanship? Why might bipartisanship be the only method for getting anything done in the new Congress?

2. What "efforts to bridge the partisan divide" are already underway? What is a "centrist"? How might centrists be the key players in advancing the legislative agendas of both parties in Congress? What issue might be the first test of bipartisanship in the Senate? What is a lame duck session? Do you expect any major bills to be passed during the upcoming lame duck session of Congress? Explain.

3. What is congressional gridlock? Why does it appear that voters sent Washington a message that 'gridlock is good' with this most recent election? Over what issues is the present Congress currently deadlocked? How is a smaller Republican majority expected to affect progress on these issues? Why? What positive spin are lawmakers trying to put on this situation? Do you think a smaller congressional majority for the GOP will force both Democrats and Republicans to cooperate more?

Why or why not? Why do some in business believe that gridlock can be a good thing?

4. How does congressional politics impact business? Divide students into groups. Challenge each group to select any one industry or business interest and conduct research to learn more about any government-related issues, such as taxes or regulation, that it currently faces. Have each group present its industry and issue and explain how an almost evenly divided House and Senate could impact that industry. Is gridlock a "good" thing for this industry? Is bipartisan action a possible benefit? Discuss.

5. Challenge students to examine the local and state issues that fueled congressional elections in your community. Divide the class into small groups and have each group analyze a local race for the House of Representatives or a senatorial race, if there was one in your state. Direct groups to use print media and online resources to gather information on the candidates, issues, and outcome of their chosen races. Have each group present or write a brief report analyzing its findings. After all reports have been presented, generate a class discussion about the results of these congressional races and what they say about local and state voter priorities: Are local and state voters looking for legislative action, or are they happy with the political status quo? Discuss.

LINKS:
http://www.house.gov/
http://www.senate.gov/
http://www.cnn.com/ELECTION/2000/results/index.house.html
http://www.cnn.com/ELECTION/2000/results/index.senate.html
http://cnnfn.cnn.com/news/specials/election/

Power of the People

1. Who is Slobodan Milosevic? What is his current political status? What does the correspondent mean when he says that "Milosevic has shown again how absolute power can corrupt the mind and ego"? What is "absolute power"?

2. What other leaders cited in the video once enjoyed absolute power? What was their ultimate political fate? Do you think these leaders were "in denial"? Explain. How did Slobodan Milosevic capitalize on a crisis to gain power? What is nationalism? How did the crisis Milosevic was sent to calm eventually undermine his power?

3. How do absolute leaders and dictators acquire power? How do they lose it? Divide the class into small groups. Have each group search its textbooks and other resources to locate the names of these leaders and choose one to research. Direct each group to examine the leader's rise and fall, and the factors that contributed to these events. Have each group report on its findings. In the video, we hear that, "Watching the mighty fall, you might ask, 'Why don't they ever learn?'" Why do students think these absolute leaders never seem to learn the lessons of abuse of power?

4. Ask students why absolutism is not a factor in a democratic republic. Generate a class discussion about the electoral process in a democratic republic. Can the results of a presidential election in the U.S., for example, be disregarded if an incumbent does not agree with them? Why not? Discuss the role of a constitutional rule of law and peaceful transition of power from one leader to another in a democratic republic. How do these elements of a political system contribute to its stability?

LINKS:
http://www.usd.edu/honors/The%20House%20the%20West%20Built/hwb_u/
http://www.monde-diplomatique.fr/en/1997/11/africa
http://www.thirdworldtraveler.com/US_ThirdWorld/dictators.html
http://history1900s.about.com/homework/history1900s/cs/josephstalin/index.htm?iam=dpile&terms=%2B

EDITOR'S NOTE:

popular election
electoral votes
absentee votes
ballots
bipartisan
majority
mandate
gridlock

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CNN NEWSROOM Guide

November 10, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 01:00...01:40

Top Story ... 03:45...05:25
-Confusion and controversy surround Florida's election ballots.
-Does anyone really know who won the popular vote for president?

Standardized Ballots ... 02:20...07:45
The Florida ballot controversy generates the idea of a standardized ballot.

DAILY DESK ... 00:50...08:35

Editor's Desk ... 02:00...10:35
Meet the newest rising star in the canine world.

WORLDVIEW ... 00:25...11:00

Divine Guidance: Saint Against Racism ... 10:50...21:50
An American heiress-turned-activist is canonized by the Catholic Church.

NEWS CHRONICLE ... 00:25...22:15

Civics Lesson? ... 01:45...24:00
For many students, this election is more a source of confusion than a lesson in civics.

The National Conscience ... 03:00...27:00
It's not the first time the U.S. has faced political turmoil.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000: Popular Vote

1. As of this morning, what is the status of the presidential election outcome? What controversy has erupted surrounding ballots in Florida? Why do some want a re-vote? When could the election

finally be decided?

2. Which candidate is claiming to have won the presidential popular vote? Is his claim accurate? Explain. What votes remain to be counted? In what tally does Vice President Gore lead?

3. What is an "unofficial" tally? Explain how the unofficial vote tally in the 1996 race changed from the morning after the election to the final, official tally weeks later. How did the final numbers impact President Clinton's margin of victory? Why could a change go either way this time?

4. Read this quote from John Locke, one of the philosophers from whom the Founding Fathers drew their political inspiration, to your class:

   "The great question which in all ages has disturbed mankind and brought on them the greatest part of those mischiefs which have ruined cities, depopulated countries, and disordered the peace of the world, has been, not whether there be power in the world, nor whence it came, but who should have it."

   In class discussion, analyze this quote. What is Locke trying to say about the struggle for power? How can it be a destructive force? Point out that there are two power issues at work in the current presidential election: Political power, in the form of the spin being presented by each campaign, and the actual authoritative power that will ultimately decide the presidency. Ask students if they think the current rhetoric between the campaigns is constructive or destructive to the democratic republic. Then, discuss: Who or what should have the power to ultimately decide who the next president should be? Why?

LINKS:
http://www.cnn.com/ALLPOLITICS/
http://www.fec.gov/
http://www.nara.gov/exhall/charters/constitution/conmain.html

Standardized Ballots

1. What are the different methods of voting that are used in the U.S.? According to the nation's largest manufacturer of ballots, what are the two most popular systems? What is the latest method? What does "standardized" mean? Why are some calling for a standardized ballot?

2. How might a standardized system affect the time it takes to report voting results? Why might it be difficult to create a standardized ballot? Do you think that a standardized ballot is a good or a bad idea? State your rationale.

LINKS:
http://www.voting-integrity.org/
http://www.ccrc.wustl.edu/~lorracks/sensus/hotlist.html
http://www.electioncenter.org/
http://www.sci.wsu.edu/math/Lessons/Voting/welcome.html

EDITOR'S NOTE:
popular vote
electoral votes
absentee ballots
impounded
liberal
legal challenge
standardized ballot
reliability

DAILY DESK

Editor's Desk: Mr. Winkle

1. What kind of animal is Mr. Winkle? How would you describe his appearance? How has the world responded to this new dog star? What is "Winkle-mania"?

2. How has Mr. Winkle's life changed since Lara Jo Regan found him? Why do you think he is described as "gallant" and "stoic"? Are these characteristics one would typically use to describe a dog? Why do you think he appeals to so many humans?

3. Many publications and websites have a "Person of the Year" or "Newsmaker of the Year." Maybe "man's best friend" deserves similar recognition! Challenge students to consider who they would name as "Dog of the Year." Their nominees may include real or fictitious dogs, celebrity dogs, heroic dogs, or their own pets. Have each student write an essay nominating his/ her choice for "Dog of the Year." Share student essays. Hold a class vote for the canine honor.

LINKS:
http://www.mrwinkle.com/
http://www.citizenlunchbox.com/famous/dogs.html

EDITOR'S NOTE:
Mr. Winkle
gait
abandoned
stoic

WORLDVIEW

Divine Guidance: Saint Against Racism

1. Who was Katharine Marie Drexel? When was she born? What was her childhood like? In what industry did her father earn his fortune? What other kind of "wealth" did her parents provide for her?

2. What did Sister Katharine learn about life as she traveled across the country by railroad? How did this experience lead her to change her life? What did she do with her inheritance when her father died? Who was the focus of her efforts? Why? What do Sisters Inez and Thomasita remember about her?

3. Who are some of Sister Katharine's most successful students? What religious order did she establish? Where did she and the Sisters of the Blessed Sacrament conduct their work? From the Western reservations, Sister Katherine and her order took their cause to Louisiana. What did they establish there? Why is Xavier University historically significant? Who is the current president of that university? What does he remember about his experience there?

4. Who is Lionel Hampton? How did the education provided by Sister Katharine Drexel and her order present him with opportunities? How did this story inspire Sister Terry? Why does she feel that music is empowering?

5. What is sainthood? Who has recently declared Sister Katharine Drexel a saint? Do you think she could be seen as a role model for non-Catholics as well? Explain.

6. Generate a class discussion about some of the challenges Katharine Drexel faced in her mission to educate Native American and African American children. She and the other sisters were often ridiculed in public for their focus on minorities. Why do students think Katharine Drexel left a life of comfort to pursue education for minorities, only to face ridicule at the hands of her own people? Ask students to define the word "discrimination." Why do they think Katharine Drexel saw education as the key to overcoming discrimination? Do they agree or disagree with this view?

7. Point out to students that individuals like Katharine Drexel are the unsung heroes of the Civil Rights Movement in the U.S. There are others, famous and unknown, whose efforts helped pave the way for civil rights in the 20th century. Challenge each student to research the story of one of these unsung heroes. Students might want to consider the contributions of famous entertainers, such as Frank Sinatra and Bobby Darin, and lesser-known heroes, like Viola Liuzzo, who was murdered for assisting civil rights marchers in Alabama. Have each student present a profile of his/her chosen unsung hero, and explain his/her contribution to civil rights in the U.S. Discuss how the efforts of one person can affect great change.

LINKS:
http://www.katharinedrexel.org/
http://www.catholic.org/saints/saints/katharinedrexel.html
http://www.usnews.com/usnews/issue/990111/11drex.htm
http://www.blackforum.com/Liuzzo.html
http://www.nbbd.com/godo/moore/BeforeHisTime/Simon.html
http://www.dispatch.com/news/newsfea00/feb00/crights09fea.html

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EDITOR'S NOTE:
Katharine Marie Drexel
Catholic Church
saint
racism
civil rights movement
heiress
Navajo
diabetes

NEWS CHRONICLE

Civics Lesson?

1. How have the students in Ms. Reid's 6th grade class reacted to the presidential election? What is the Electoral College? What opinions do we hear from the students on this system? What solution do some suggest to the current election dilemma? Do you think a co-presidency is a viable solution? Why or why not?

2. Ask students how they would explain the American electoral system to younger students. Divide the class into groups, and assist each in conducting research to learn more about how a president is chosen in the U.S. Direct each group to create an interesting and informative way to present this information to a group of younger students. Have each group offer its presentation. Choose the best one and have students present it to a younger class.

LINKS:
http://turnerlearning.com../cnn/election/home.html
http://www.nara.gov/education/cc/electcol.html
http://www.howstuffworks.com/question472.htm
http://www.nara.gov/exhall/charters/constitution/constitution.html#2.1

The National Conscience

1. How do some Americans find humor in the current political situation? Why are some troubled by it? What problems can occur with the counting and re-counting of votes? Why do you think many are impatient regarding the outcome of this election?

2. What are some political crises that the U.S. has faced before? How was Benjamin Harrison elected to the presidency? What happened four years later? How did Richard Nixon react in 1960 after he lost a very close presidential race? What did Mr. Nixon do in 1974 that caused worry among many Americans? In these cases and the others mentioned in the video, how was power transferred to the next president? Why do you think there was a smooth transfer of power in each case, in spite of the crisis at hand?

3. How do you think the current presidential election will be resolved? Do you agree or disagree with Bruce Morton when he says, "the odds are this election will be decided under the law, fairly calmly, no coups, no national collapse"? If you agree, under what "law" do you think the crisis will be resolved? If you disagree, what do you think will happen? Why?

4. How is executive power transferred in other nations? Most nations have political interests that disagree with each other on basic principles. Yet, in some, power is transferred smoothly. In others, power is seized, sometimes violently. Divide your class into groups, and challenge each to explore the way power is transferred from one leader to another within any one country. Have each group present its findings. In cases where power is transferred smoothly, what is the role of the rule of law? In cases where power is seized, which is the governing principle, the rule of law or the rule of man? Discuss.

LINKS:
http://www.cnn.com/
http://www.findarticles.com/m1571/12_16/61487326/p1/article.jhtml
http://www.time.com/time/magazine/articles/intl/0,3266,51432,00.html
http://secretary.state.gov/www/briefings/statements/970517.html

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EDITOR'S NOTE:
civics
Electoral College
co-presidents
valid

External websites are not endorsed by Turner Learning.

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CNN NEWSROOM Guide

November 13, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:05... 01:05

TODAY'S NEWS ... 00:20...01:25

Top Story ... 07:00...08:25
-The GOP tries to stop the manual recount of ballots in Florida.
-Is the U.S. presidential election system antiquated?

DAILY DESK ... 00:20...08:45

Environment Desk ... 02:00...10:45
After El Nino and La Nina, scientists expect a return to normal weather.

WORLDVIEW ... 00:20...11:05

Leah Rabin Obit ... 02:55...14:00
Leah Rabin, the widow of Israeli Prime Minister Yitzhak Rabin, dies of cancer.

Artistry in Action: Russian Ballet Woes ... 03:50...17:50
Russia's Bolshoi Ballet struggles to restore its reputation.

One World Habitat: Black Sea Artifacts ... 03:10...21:00
Traces of ancient habitation are found beneath the Black Sea.

Taking Care of Business ... 03:20...24:20
Microcredit loans help people in Zimbabwe.

NEWS CHRONICLE ... 00:20...24:40

White House Anniversary ... 03:00...27:40
The White House celebrates its 200th anniversary.

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. What is the current status of the U.S. presidential election? To what extent is the state of Florida important to the outcome of the U.S. presidential election?

2. What election-related events have transpired in Florida since last Friday? What four Florida counties are manually recounting their ballots? Why do you think the Democrats chose these specific counties? Do you think the Democrats should have asked all Florida counties to recount their ballots? Why or why not? Why have the Republicans filed an injunction? What court has jurisdiction over this matter? Why?

3. Point out to students that, according to the court papers filed by the Republicans, "Further recounts could delay the election process, potentially leading to a federal constitutional crisis." What is the meaning of this claim? Do you think this claim is valid? Why or why not? Why does constitutional law professor Donald Jones believe that the Republicans have little chance of succeeding in court? As a class, have students consider the political ramifications if the injunction is dismissed.

4. What is the meaning of the term "will of the people"? How did the will of the people factor into Florida's 1998 Volusia County Sheriff case? How might this case influence the Florida judge's decision to throw out the Palm Beach vote? What do you think the Florida judge should do? Explain.

5. Remind students that, according to Leonard Garment, former counsel to President Nixon, "we now have a culture that is dominated by class, by lawyers, (and) by litigious behavior." What does he mean? Challenge small groups of students to review newspapers and periodicals to find examples of litigious behavior that illustrates Mr. Garment's assertion. After students present their information, ask: How might litigation by the GOP and Democratic Party impact the process and outcome of the current presidential election? Do you think using litigation to contest the results of the U.S. presidential election could affect the integrity of the democratic process? Explain.

6. What types of voting mistakes can occur during a U.S. presidential election? Instruct students to select an election that recently occurred in their community, such as a state representative or a county commissioner position. Next, ask students to investigate how the candidates and the voters could have contested the election if they thought a mistake had occurred in the voting process, or if there was evidence of fraud. Have students create a flow chart that illustrates the steps and the significant parties involved in this legal process. Then ask students: What would be the ultimate result of this legal process? When would this legal process end?

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/11/12/election.president/index.html
http://www.cnn.com/cnn/LAW/library/
http://www.cnn.com/ALLPOLITICS/
http://www.fec.gov/

EDITOR'S NOTE:
manual
Florida
canvassing
discretion
butterfly ballot
absentee

DAILY DESK

Environment Desk: Winter Weather Forcast

1. What catastrophic results are associated with the El Nino and La Nina weather events? When did the last La Nina end? What regional temperature changes does the National Weather Service predict will take place, now that we are returning to "normal" weather patterns?

2. Why is the ability to accurately predict weather important? What data do you think meteorologists consider when making their predictions? How accurate do you think most weather forecasts are? What do you think are the confounding variables that make weather so hard to predict?

3. Temperature change is not the only reason that scientists carefully watch El Nino and La Nina events. The temperature changes and resulting weather pattern shifts caused by El Nino and La Nina are often considered to be the cause of a more or less active hurricane season (compared to "normal" seasons.) Have your students research the cause and effect relationship between El Nino, La Nina and stronger or weaker than normal hurricane seasons. Note: To do this, students will need to access Riverdeep's hurricane lab located at: http://www.riverdeep.net/earthpulse/data/hurricanes/hurricane_lab.html.
   - Group students into teams of 4.
   - Assign each group a decade to research.
   - Have students research the number of hurricanes that occurred within each year over their assigned decade and place that data within a table.
   - Identify each year as an El Nino year (E), a La Nina year (L), or a normal year (N) on the table.
   - On the board create three columns: El Nino, La Nina, Normal. Tally all hurricanes in their appropriate column using the data gathered by all groups.

   When the tally is completed, ask students to identify trends occurring in each weather pattern. Ask students: In general, when do we have the most hurricane activity? The least? What do you think we can expect this year?

LINKS:
http://www.riverdeep.net/earthpulse/data/hurricanes/hurricane_lab.html
http://www.stormfax.com/elnino.htm
http://www.cpc.ncep.noaa.gov/products/analysis_monitoring/ensostuff/ensoyears.html
http://www.pmel.noaa.gov/toga-tao/el-nino/faq.html#list
http://ww2010.atmos.uiuc.edu/(Gh)/guides/mtr/eln/nrmyr.rxml

EDITOR'S NOTE:
polar air
precipitation
La Nina
El Nino

WORLDVIEW

Leah Rabin Obit

1. Who was Yitzhak Rabin? How did he die? What role did Leah Rabin assume after her husband's death? Why do you think Mrs. Rabin was considered a courageous woman? Why was she also considered a divisive figure by many Israelis?

2. Inform students that Leah Rabin has been referred to as "the torchbearer for her husband's Israeli-Palestinian peace policies." Have students conduct research on Yitzhak and Leah Rabin to learn about their relationship, and their impact on Israel and the Middle East peace process. After students report their findings, ask them to share their impressions about how Mrs. Rabin's death might impact Israel and the international community. Do you think Leah Rabin's death will affect

the current Middle East peace talks? Why or why not? If so, how?

EXTENSION: Have students draw upon their research about Leah Rabin to write a eulogy or to design a memorial that commemorates her life and accomplishments.

LINKS:
http://www.cnn.com/2000/WORLD/meast/11/12/leah.rabin.02/index.html
http://www.rabincenter.org.il/
http://almaz.com/nobel/peace/1994c.html
http://www.cnn.co.uk/SPECIALS/1998/israel/
http://www.cnn.com/2000/WORLD/meast/11/12/mideast.03/index.html

Artistry in Action: Russian Ballet Woes

1. What nation is home to the Bolshoi Ballet? What types of problems is the company experiencing? How has the Russian government responded to these problems?

2. In the video, Russia's Minister of Culture states that the Bolshoi "is much more than just a theater. It is a symbol of the country and a trademark of Russia." Have students discuss the meaning of this statement. Then, challenge pairs of students to prepare presentations about other countries' cultural symbols. Following the presentations, have students consider why these cultural symbols are important to their countries and the international community.

3. What expenses do artistic companies, such as ballet companies and symphonies, face in order to perform? Have students consult the Internet and other resources, such as local symphonies, orchestras, ballet and theater companies, to learn more about the costs involved in running a successful artistic company. Share student findings. Why is it difficult for many of these companies to make ends meet, even in the best of economies? How do they raise the capital they need to operate? After students share their findings, ask: Do you think the Russian government will be able to resolve the problems that plague the Bolshoi Theater? Why or why not? If not, what else might be done to insure the preservation of the Bolshoi?

LINKS:
http://www.encyclopedia.com/printable/01646.html
http://www.alincom.com/bolshoi/history/history.htm
http://click.go2net.com/click?clickurl=http%3A%2F%2Fgorussia%2Eabout%2Ecom%2Flibrary%2Fwee

One World Habitat: Black Sea Artifacts

1. Who is Robert Ballard? What is the goal of his Black Sea archeological expedition? Who are William Ryan and Walter Pittman? What is their theory regarding the Great Flood? What did Mr. Ballard and his team recently discover? Why is their discovery significant?

2. Point out to students that, "Almost every culture on Earth includes an ancient flood story. Details vary, but the basic plot is the same: Deluge kills all but a lucky few." Refer each student to the last website below and other online resources to prepare a presentation about one of the world's flood stories. Have each student identify the country/region on a world map, and tell how each story reflects the culture and belief of its people. Have students share their information and discuss.

LINKS:
http://www.ngnews.com/news/2000/09/09132000/blackseadisc_3014.asp
http://www.nationalgeographic.com/blacksea/
http://www.talkorigins.org/faqs/flood-myths.html

Taking Care of Business: Zimbabwe Microcredit

1. Describe the assistance program that is featured in the video. How many people throughout the

world are being helped by microcredit loans? What was the purpose of the Microcredit Summit?

2. Who is Evelyn Majuru? How is she benefiting from the microcredit program? Why do you think the microcredit campaign targets women? How might empowering women through microcredit programs affect the distribution of power in a family and in a community?

3. Why is microcredit being provided to Africans in rural communities? How is microcredit impacting rural Zimbabwe? What skills do you think a person must have to take advantage of the microcredit program? Do you think this assistance program is a good idea? Why or why not?

4. We learn in the video that, "All across Africa, microcredit is playing a key role in the fight against poverty." Refer students to the websites below to make a list of different African nations that are benefiting from microcredit. Group students. Have each group select one of these countries and prepare a presentation about how microcredit is impacting the nation's economy, government, culture and social concerns.

   After the students present their information, challenge groups to identify small business opportunities in their nations that could advance the quality of life for the nations' citizens. Have each group develop a brief plan that provides a description and justification for the business. After each group presents its plan, have the other students assume the role of loan administrators and determine whether or not "the bank" should grant a loan to finance the plan.

LINKS:
http://www.cnn.com/SPECIALS/views/y/2000/10/africa.econ.streams.oct25/
http://www.microcreditsummit.org/
http://www.microcreditsummit.org/arms/arms.html
http://www.sbaonline.sba.gov/

EDITOR'S NOTE:
Leah Rabin
Bolshoi
Kremlin
Stone Age
Ice Age
artifacts

NEWS CHRONICLE

White House Anniversary

1. Where is the White House located? Why was this location chosen? Who was Pierre L'Enfant? What does the White House symbolize? What changes has the White House undergone during the course of its history? How have presidents added their own personalities to the White House?

2. In the video, CNN correspondent Michael McManus states that, "Historians say the residents and the White House itself may have changed over the past two centuries, but the freedom and democracy it's come to symbolize has remained." As a class, discuss the meaning of this statement. Then have each student select a president who has lived in the White House. Next, refer each student to the last two websites below, and to library resources, to research an historic moment during the presidency in which his/her president promoted freedom and democracy in America. Then have each student write an essay entitled, "If These Walls Could Talk," in which he/she describes the president's historic moment from the perspective of the White House. In chronological order, have students share their essays with the class.

3. Pose this question to students: If you could have visited the White House at any time in the past, what might you have seen and experienced? Challenge each student to "accept" an invitation from a past president to attend a function (e.g., state dinner, inaugural ball, advisor meeting) at the White House. Have students research their chosen time periods to determine what event they may have attended, how the White House was furnished, what music/entertainment was available, what issues were discussed, etc. Then have each student write a journal entry for a chosen date and describe the experience of attending this function at the White House.

LINKS:
http://www.whitehouse.gov/WH/Welcome.html
http://www.whitehousehistory.org/whha/default.asp
http://www.whitehouse.gov/WH/kids/moments/moments.html

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CNN NEWSROOM Guide

November 14, 2000

Looking for ways to integrate current events into your curriculum? Log on to CNNfyi.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:20... 01:20

TODAY'S NEWS ... 00:30...01:50

Top Story ... 05:50...07:40
-Americans voice their opinions about the presidential election.
-Should the U.N. help resolve the U.S. presidential deadlock?

DAILY DESK ... 00:25...08:05

Health Desk ... 02:50...10:55
More U.S. teens are developing Type 2 diabetes.

WORLDVIEW ... 00:20...11:15

Artistry in Action: Latin Jazz ... 03:15...14:30
Latin jazz is popular throughout the world.

Communication Transformation: Mail by Mule ... 06:15...20:45
Havasupai Indians rely on the U.S. Postal Service for their supplies.

Taking Care of Business ... 01:35...22:20
OPEC freezes oil production.

NEWS CHRONICLE ... 00:25...22:45

Reading Adventure ... 04:40...27:25
CNN NEWSROOM celebrates National Children's Book Week.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. What is the status of the U.S. presidential election? To what extent is the state of Florida important to the outcome of the U.S. presidential election?

2. Why are four Florida counties manually recounting their ballots? What is the deadline for certifying the results of Florida's presidential ballots? Why did Volusia County and Palm Beach County file a lawsuit against Florida Secretary of State Katherine Harris? What is the status of the lawsuit?

3. Why did the Republicans file an injunction? How did U.S. District Judge Donald Middlebrook rule on the GOP's injunction? Why is this ruling significant? Do you think George W. Bush's legal team should respond to the judge's ruling? If so, how?

4. According to the CNN-USA Today Gallup Polls, how do Americans feel about the presidential election "crisis" and the U.S. presidential candidates? What is your opinion of the U.S. presidential election? Do you think America is in crisis? Why or why not?

5. What is the status of the ballot recounts in the four Florida counties? Point out to students that, according to Florida Secretary of State Katherine Harris, "If county returns are not received by 5 p.m. on the seventh day following the election (today), all missing counties shall be ignored and the results on file (with the secretary of state's office) shall be certified." Then ask students: What is your opinion of this policy? Based on the current status of the county recounts and the overseas absentee ballots, when might Florida's full presidential ballot be certified? Do you think the recount deadline should be extended? Why or why not?

6. Why are many people around the world eager for the U.S. election process to end? Under what circumstances does the United Nations assist in national elections? Refer students to the last link below to learn about the U.N.'s Electoral Assistance Division, and examples of how the U.N. has assisted in national elections. Have students identify why the U.N. participated in these elections, and if the U.N. was effective. After students compare and contrast their findings, ask: Do you think U.N. observers should be brought in to verify the vote count in Florida? Why or why not?

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/11/13/president.election/index.html
http://www.cnn.com/cnn/LAW/library/
http://www.cnn.com/ALLPOLITICS/
http://www.fec.gov/
http://www.un.org/Depts/dpa/ead/eadhome.htm

EDITOR'S NOTE:
certify
deadlock
U.N. Electoral Assistance Office
injunction

DAILY DESK

Health Desk: Teen Diabetes

1. What is diabetes? Who gets diabetes? How is Type 2 diabetes different from other types of diabetes? What percentage of diabetic children have Type 2 diabetes? According to doctors, why has the number of young people with Type 2 diabetes increased in recent years? How is diabetes treated? Can diabetes be cured? Explain.

2. Inform students that, according to the National Institute of Diabetes and Digestive and Kidney Diseases, "an estimated 16 million people in the U.S. have diabetes." Then ask students: Do you know someone who has diabetes? If so, how has the disease affected his/her life?

3. Divide your class into three groups. Refer each group to the websites below to prepare a presentation about the symptoms, impact and treatment for either Type 1, Type 2, or gestational

diabetes. After the presentations, have students create a list of the lifestyle factors that contribute to diabetes. Distribute copies of the list to each of your students. Have them use the list to assess their own lifestyles for diabetes risk factors. Ask students to monitor their lifestyles for one week. Then, instruct them to write summaries of their findings, and if necessary, propose ways to modify their lifestyles to decrease their risk of developing diabetes. Have students share their findings and discuss.

LINKS:
http://www.cnn.com/2000/HEALTH/children/10/16/fatter.kids/index.html
http://www.diabetes.org/
http://www.cdc.gov/diabetes/faqs.htm#whatis
http://www.niddk.nih.gov/health/diabetes/dylb/chap1.htm

EDITOR'S NOTE:
Type 2 diabetes
degeneration
heart disease
blindness
kidney failure

WORLDVIEW

Artistry in Action: Latin Jazz

1. What is jazz? How is Latin jazz unique? What is the origin of Latin jazz? Why do you think Latin jazz has recently become popular throughout the world?

2. Point out that "jazz is generally thought to have begun in New Orleans, spreading to Chicago, Kansas City, New York City, and the West Coast." Refer students to print and online resources, including the websites listed below, to research the origin and evolution of jazz. Group students. Direct each group to prepare a multimedia presentation about a jazz era, including the different musicians and the jazz music of that time. Compare and contrast the music of each era. Following the presentations, have students write a critique about one of the songs and the musicians' performance. Have students share their critiques and discuss.

3. Inform students that jazz is "spontaneously improvised music that uses the varying components of rhythm, melody and harmony to make statements." To enable students to better understand these three aspects of music, have students explain the meaning of rhythm, melody and harmony. Have your class listen to a diverse selection of music, and have them identify the rhythm, harmony and melody in each of the songs. Then challenge small groups of students to create their own musical compositions. First, instruct groups to create rhythm by using everyday objects as percussive instruments. Once the group has established a rhythm, have group members use their voices or instruments to create a melody and, if possible, harmony.

   EXTENSION: Point out to students that in the story, music student Jared Schonig maintains that, "Hip-hop is cool, but jazz is so much more advanced musically and rhythmically." What does Jason mean? Do you agree? Why or why not?

LINKS:
http://www.northwestern.edu/jazz/
http://www.pk.edu.pl/~pmj/jazzlinks/
http://www.looksmart.com/eus1/eus317828/eus317855/eus129295/eus129540/eus285895/eus282741/eus

Communication Transformation: Mail by Mule

1. Where is the village of Supai located? How do the Havasupai receive supplies, including mail? What is a mule wrangler? Why do the Havasupai continue to use mules to transport supplies when more efficient modes of transportation exist?

2. Point out to students that the Havasupai are descendants of the Hohokam culture, and are closely affiliated with the Hualapai, Yavapai, and Hopi tribes. Refer students to the links below to learn more about the history and culture of the Hohokam and Havasupai Indians, and what life was like for these people prior to Westward expansion and the establishment of the Havasupai reservation in 1880. How do you think moving to the reservation affected the Havasupai? Refer students to the links below to learn about why the Havasupai, like other Native Americans, were relocated to U.S. government reservations. How were the Havasupai affected by this tragedy? Discuss the physical and emotional impact of this tragedy and how it affected the Havasupai people and their culture. Then direct groups of students to keep the Havasupai culture alive by researching and presenting lessons on one aspect of the Havasupai culture, such as language, customs, folklore or music.

LINKS:
http://www.cinprograms.org/people/coloradoriver/havasupai.html
http://www.carizona.com/nativeland/havasupai.html
http://www.americanwest.com/pages/indians.htm
http://www.doi.gov/bureau-indian-affairs.html
http://new.usps.com/cgi-bin/uspsbv/scripts/front.jsp

Taking Care of Business: OPEC

1. What is OPEC? Who are OPEC's new leaders? What agreement did OPEC member nations reach on oil production? Why has OPEC decided to freeze crude oil production at current levels? Why might an oil surplus cause oil prices to drop? How do you think this production freeze will impact U.S. motorists and people living in the northern part of America? Do you think high oil prices will continue after the winter months? Why or why not?

2. Have your students work in groups to research the factors that contribute to gas prices, and share their information. To what extent should OPEC be blamed for the high gas prices? According to the Heritage Foundation, federal and state taxes can add anywhere from 26 to 53 cents to the retail cost of a gallon of gas. In addition, it's no secret that the U.S. is the world's largest consumer of oil. In your students' opinions, who should shoulder the blame for rising gas prices: OPEC, the oil companies, the government, or the American consumer? Why? Discuss.

LINKS:
http://www.opec.org/
http://cnn.com/SPECIALS/2000/oil.prices/
http://www.eia.doe.gov/emeu/cabs/opec.html
http://www.api.org/

EDITOR'S NOTE:
Havasupai Indians
reservation
pack animals
mule wranglers
switchbacks
OPEC
automated output mechanism

NEWS CHRONICLE

Reading Adventure

1. What is the theme of this year's National Children's Book Week? Why is reading beneficial? Do you like to read? Why or why not? If so, what reading material do you enjoy?

2. According to English teacher Mike Scirocco, "Reading is the key to understanding who we are." What do you think Mr. Scirocco means? Give an example from your own life that supports his assertion.

3. Ask students: If you were an English teacher, how would you inspire teenagers to appreciate literature and reading? Group students. Have each group select either a book, play, poem, or journal article, and design a lesson plan around the piece. After each group presents its lesson, have the class critique the exercise and the selection of material.

4. In recognition of National Children's Book Week, have your class promote reading at a local elementary school. Establish a partnership with several local elementary school teachers. Next, group students and assign each group one of the elementary school classes. Have each group conduct research to learn about the reading level of its class, and what books might be appealing and appropriate for these students. Then, challenge each group to come up with one or two activities that it could do with the elementary school students to promote the importance and fun of reading. You may want to direct students to the last two websites below for activity ideas. Have students implement their activities and write journal entries about their experience.

LINKS:
http://www.cbcbooks.org/pubs/aboutbw.htm
http://www.ala.org/parents/index.html
http://www.loc.gov/loc/cfbook/
http://www.rif.org/home.html
http://www.cbcbooks.org/pubs/bwtips.htm

EDITOR'S NOTE:
reading
National Children's Book Week
literature
poetry

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CNN NEWSROOM Guide

November 15, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:25... 01:25

TODAY'S NEWS ... 00:35...02:00

Top Story ... 03:45...05:45
-Florida stays certification amid new court filings.
-Could the U.S. be facing a constitutional crisis?

DAILY DESK ... 00:25...06:10

Business Desk ... 02:00...08:10
Bounced checks cost consumers billions of dollars each year.

WORLDVIEW ... 00:30...08:40

One World Habitat: Fate of the Wild ... 11:20...20:00
The fate of Alaska's Arctic National Wildlife Refuge is in question.

NEWS CHRONICLE ... 00:30...20:30

Trail of Tears ... 06:30...27:00
The Trail of Tears marks a poignant time in America's history.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. What is the status of the U.S. presidential election? Why is the state of Florida important to the outcome of the U.S. presidential election? What legal proceedings related to the presidential election have taken place in Florida since last Friday? Which presidential candidate is currently ahead in Florida? When is a final certification of Florida's election results expected?

2. Who is Florida's Secretary of State? What is her role in the state's presidential election process? What was the deadline for certifying the results of Florida's presidential ballots? Why is Palm

Beach County continuing to recount its ballots? Do you think Florida's Secretary of State Katherine Harris should include recounts that are submitted after yesterday's deadline in the state's final election result? Why or why not? Refer students to newspapers, and to the first link below, to learn why some people argue that Ms. Harris can't be neutral in the performance of her duties related to the election. Do you agree with these assertions? Why or why not?

3. According to the video, what is a "constitutional crisis"? What happened in 1973 that almost triggered a constitutional crisis? Why was President Nixon unable to prevent an inquiry into his own behavior during the Watergate investigation? What might have happened if President Nixon had refused to turn over the secret tape recordings? Do you think the U.S. would have experienced a constitutional crisis? Why or why not?

4. Have students research what they consider to be a constitutional crisis (such as President Johnson's or President Clinton's impeachment proceedings). Then, have each student write an essay about what is happening with the U.S. presidential election, and whether he/she thinks the situation is a constitutional crisis or political crisis.

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/11/14/election.overview/
http://www.cnn.com/interactive/allpolitics/0011/election.timeline/frameset.exclude.html
http://www.cnn.com/cnn/LAW/library/
http://www.cnn.com/ALLPOLITICS/
http://www.fec.gov/
http://cnn.com/ALLPOLITICS/1997/gen/resources/watergate/

EDITOR'S NOTE:
certified
butterfly ballot
Watergate
adversary
constitutional crisis

DAILY DESK

Business Desk: Bounced Checks

1. What is a "bad check"? What is the most common penalty for writing a bad check? What financial and legal consequences can result for a chronic check-bouncer?

2. How is writing bad checks ultimately an expensive practice? What is a credit report? How could writing bad checks affect a person's credit rating? Why do you think this could cause problems for the person for several years? Why do many people bounce checks? What advice do experts offer to avoid having this happen to you?

3. Many banks will distribute blank check registers to help students understand how to record checking account activity. If there is such a bank in your area, secure enough blank registers for all the students in your class.
    1. Lead a class brainstorming session to generate a list of things students typically spend money on, and the approximate amounts of these transactions. List these on the board, labeling each as a check number, beginning with 001, 002, and so on.
    2. Returning to the check registers, have each student indicate an initial checking account balance of $500.00, and begin "writing checks," subtracting each check's amount from the running balance. Show students how to write in the check number, date, to whom the check is written, and amount of debit in the proper spaces, and to keep track of the running balance by subtracting the amount of each check from the actual balance. Inform students that there are also checking account fees that would normally have to be subtracted from the balance,

depending on the type of account and balance kept in the account.

3. At the end of the check register exercise, determine what happens if there is not enough money to pay one or more of the checks. If your bank charges transaction fees, for example $20 for an NSF (non sufficient funds) check, how would that impact students' balances? How could it ultimately impact their credit?
4. Conclude by discussing the importance of keeping detailed records when dealing with personal finances.

EXTENSION: Discuss how popular debit cards and ATM cards might present another record-keeping challenge to some consumers. Although these cards are convenient, how can they present financial dangers to those who are not used to keeping good records of their transactions?

LINKS:
http://www.bizmonthly.com/news1999/january/focus/fishbein.html
http://www.thebullandbear.com/articles/1506-checks.html
http://www.bankrate.com/brm/default.asp

EDITOR'S NOTE:
bounced check
windfall
overdraft
late fees

WORLDVIEW

One World Habitat: Fate of the Wild

1. Where is the Arctic National Wildlife Refuge (ANWR) located? Why is the ANWR referred to as "America's Serengeti"? Why is the ANWR the center of controversy? How is this land currently being used? How has oil and natural gas resource development changed Kaktovic over the last few decades?

2. To what extent has oil impacted the economic development of Alaska? Have students consider the development of Alaska's North Slope. What is Fenton Rexford's opinion of how the ANWR should be used? How do Mr. Rexford's and the Gwich'in Indians' opinions differ? Why do you think many Alaskans favor opening the ANWR to energy development?

3. What are fossil fuels? Point out to students that fossil fuel depletion is a major global concern. According to the Alternative Energy Organization, "Estimated western world resources are sufficient to satisfy demand for only 42 years, though some experts maintain that global fossil fuel resources will be around for 100 years." To what extent does the world depend on fossil fuels? How would the depletion of fossil fuels affect you? Have students create web charts that depict how energy is important to different aspects of their nation's infrastructure. Discuss how energy is essential to the development and stability of their country.

4. Inform your class that the energy industry is working to develop renewable energies, such as biomass fuel. Group students. Refer groups to the links below to learn more about the issues confronting the energy industry. Then, have each group prepare a presentation about the environmental and economic pros and cons of either a fossil fuel or a renewable energy source. After students compare and contrast their findings, ask: Which energy source do you think is the best and why?

5. To what extent is the fate of the ANWR a political issue?
    1. As a class, have students consider the industries and interest groups that stand to benefit from ANWR's oil and gas. You may want to refer students to the links below to investigate this issue.
        - What is the relationship between these groups and the U.S. federal government?
        - What is the U.S. president's role in determining the fate of the ANWR?
        - What factors might influence a U.S. president's decision about whether or not to support ANWR drilling?
    2. After the discussion, divide your class into groups. Have each group represent lobbyists for either the oil industry, energy industry, environmentalists, consumer groups, or the Inupiat Eskimos and Gwich'in Indians.
    3. Have each group research its interests in the ANWR issue.
    4. Then, hold a mock congressional hearing and have groups present their positions in a testimony to congress.
    5. Following the testimonies, have students determine which testimony is the most compelling and why.

    Ask students: If Congress were to agree with the class's decision, and you were the U.S. president, would you veto the decision? Why or why not?

LINKS:
http://anwr.org/
http://www.agiweb.org/legis105/anwr.html
http://www.anwr.org/topten.htm
http://www.ssc.org/news/GenE_w99/anwr.html
http://www.issues2000.org/Environment.htm
http://www.northern.org/npra/index.html
http://www.defenders.org/NPRA-iss.html

EDITOR'S NOTE:
tundra
Eskimos
Gwich'in Indians
Inupiat
caribou
industrial

NEWS CHRONICLE

Trail of Tears

1. Why did the U.S. Government propose the relocation of Native Americans in the early part of the 19th century? What were some of the tribes that ceded their land to the U.S. government between 1816 and 1840? According to the video, these tribes were "coerced" into signing the treaties. Do you think this is an accurate statement? Why or why not?

2. Which U.S. president set in motion the Indian Removal Act of 1830? How did the act influence the fate of the Native Americans? To help your students learn more about the history of the Indian Removal Act, the arguments both supporting and condemning the act, and how the act still resonates in the United States, check out the HighWired.com lesson plan at http://www.highwired.com/Classroom/Project/0,2069,23713-68237,00.html.

3. What was the "Trail of Tears"? How did moving to the Oklahoma reservation impact the Cherokee Indians? Using a map of the U.S., have students identify the route of the Cherokee Indian's migration from Georgia to Oklahoma. What were the conditions and consequences of this trek? Ask students to imagine that they are Cherokee Indians in 1938. Have them write journals of their experiences while being removed from their homes and forced to walk from Georgia to Oklahoma.

Direct students to include their observations, experiences, and emotions while on the journey. Have students share their journals and discuss.

4. According to Cherokee elder George Pumpkin, the Trail of Tears "was not good for anybody, Cherokee people, or white people." What do you think he means? How did the Trail of Tears impact the cultural evolution of the U.S.? Have students create flow chart that depicts the effects of this event on individuals, groups, and society as a whole. Then ask students: What evidence of the Trail of Tears exists in America today?

5. Why is it important to celebrate Native Americans? Point out to students that, "By the end of the 19th century, many Native American nations of North America had been relocated to reservations and forced to assimilate to the new language and government of the United States, signaling an end to many native traditions." Group students. Refer each group to the websites below to research the history and culture of an American Indian tribe, such as the Cherokees, Creeks, Chickasaws, Choctaws, or Seminoles. Then direct each group to keep its tribe's culture alive by presenting a lesson on the history of the tribe and one aspect of the tribe's culture, such as language, customs, folklore or music. After the presentations, have students consider the cultural differences between the tribes.

   EXTENSION: As a class, help your students brainstorm a list of their ideas and beliefs about Native Americans, and the origin of these ideas and beliefs. How are Native Americans portrayed in popular culture? Have students consider cartoons, sports teams, movies, and television. Are these representations of Native Americans accurate? Why or why not? Do these representations promote discrimination? Explain.

LINKS:
http://www.ngeorgia.com/history/nghisttt.html
http://ngeorgia.com/history/cherokeeindex.html
http://www.si.edu/nmai/http://www.si.edu/nmai/
http://www.si.edu/resource/faq/nmai/start.htm
http://www.indiancircle.com/links.shtml
http://www.nativeculture.com/lisamitten/nations.html

EDITOR'S NOTE:
Native Americans
Cherokee
westward expansion
Andrew Jackson
Trail of Tears
reservation
legacy

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CNN NEWSROOM Guide

November 16, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00...02:00

Top Story ... 02:45...04:45
-The legal battle continues over Florida's ballots.
-Partisanship is alive and well on Capitol Hill.

Our World ... 04:00...08:45
CNN's Joel Hochmuth discusses the presidential election with Palm Beach County teens.

DAILY DESK ... 00:25...09:10

Science Desk ... 02:45...11:55
The *Aquarius* research station provides scientists with extended opportunities to explore the ocean.

WORLDVIEW ... 00:25...12:20

Culture Watch ... 03:00...15:20
A meditation center in the Himalayas offers classes for tourists.

Wild Kingdom ... 02:50...18:10
The barred owl is threatening the endangered Northern spotted owl.

Inside North America ... 03:00...21:10
The Confederate submarine *H.L. Hunley* is raised from the Atlantic Ocean.

Business Brief: Gym Business ... 02:30...23:40
Fitness is big business in England.

NEWS CHRONICLE ... 00:25...24:05

Student Bureau ... 03:20...27:25
Ice rink operators rely on the Zamboni to keep surfaces slick.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. Who is Katherine Harris? What decision did she make last night regarding amended vote totals for four Florida counties? Which ballots have yet to be added to Florida's certified totals? According to Governor Bush, what three principles should guide this election? What idea did Vice President Gore propose?

2. What opinions are congressional representatives voicing about the currently deadlocked presidential election? Why is one Republican senator comparing Vice President Al Gore to Slobodan Milosevic? Why is one Democratic senator calling for Florida's Secretary of State to step aside?

3. In an interview on Tuesday with the Associated Press, Senate Majority Leader Trent Lott said that the heated legal battle over this presidential election means "it will be tough" for either George W. Bush or Al Gore to govern as president. Ask your students to analyze what Senator Lott means, and why many observers would agree with him. Direct your students to consult the Internet and other resources to learn more about the political composition of the new (107th) Congress. Which party is likely to have control of the House and the Senate? Is any party likely to have a large majority? (Note: The exact numbers are not yet in. Students will have to estimate here. Keep in mind that a few races are still too close to call, and the unresolved presidential race leaves the senatorial seat of Joe Lieberman in limbo as well.) Considering these congressional numbers and the situation that has followed the presidential election, how could governing be difficult for the new president? Discuss.

LINKS:
http://www.house.gov/
http://www.senate.gov/
http://www.cnn.com/2000/ALLPOLITICS/stories/11/15/hastert.gephardt/index.html
http://www.cnn.com/2000/ALLPOLITICS/stories/11/15/lott.newpresident.ap/index.html

Our World: Election 2000: Teen Roundtable

1. How is West Palm Beach, Florida, "the eye of a political hurricane"? How do the students interviewed in the video perceive what is happening in their community? How are the students who chose not to vote reacting to what is happening, and to their choice not to vote? Did this election change their attitude about voting next time? Explain.

2. What are some of the views expressed by these students about the U.S. electoral system? Do you agree or disagree with any of these views? Explain. How do these students feel about uniting behind the eventual winner of the election? Do you think it is important to support the winner? Why or why not?

3. Has this election shaken any of the students' faith in the democratic system? Discuss their opinions, as voiced in the video. Then pose similar questions to your students: Has this election affected your faith in the democratic republic? Have the events of the past week served to support your faith in the system, or to undermine it? Have each student write an essay in response.

4. In the video, one student expresses the hope that more young people will vote next election because they now see that every vote matters. Ask your students how they would reinforce that message to young voters in time for the next congressional elections in 2002. Divide the class into groups, and have each create a slogan aimed at getting out the young vote. Have each group create a bumper sticker with its slogan. Post these around the classroom.

LINKS:
http://www.time.com/time/campaign2000/story/0,7243,88194,00.html

http://www.highwired.com/Paper/Home/0,4588,6051,00.html?ref=promo
http://www.cnn.com/2000/ALLPOLITICS/stories/11/15/election.tm/

EDITOR'S NOTE:
secretary of state
appeals court
partisan
acquit
U.S. Congress
manual recount
Katherine Harris
posture

DAILY DESK

Science Desk: Undersea Lab

1. What is the name of the world's first undersea research station? What kind of research is conducted there? Describe the living conditions on the sub. How does the pressure underwater compare with the pressure at the surface? How does pressure relate to what happened to the Pringles can? What mission challenges are presented by this pressure difference?

2. What significant findings might result from missions like this one? In what ways could these findings be applied to life on the surface? Why do you think divers can only stay underwater eighty minutes from the surface, but can spend hours in the water if diving from the *Aquarius*? People often compare astronomy to oceanography as science areas they feel should be explored. How much do you think we know about the ocean as compared to our solar system?

3. The survival of the *Aquarius'* inhabitants depends on the sub's being able to handle the unique engineering needs presented by being fifty feet underwater. The deeper the sub goes, the greater the pressure pushing in on all sides of the sub. To keep its shape, it has to generate counterpressure pushing outward to the same extent as the pressure pushing inward. Working in small groups, have your students explore how water depth and pressure are related by conducting the following activity:
    1. Direct students to punch five holes in a plastic cup with a pencil or small nail. Have them place the holes at various heights and locations, making sure to have one on the top, one in the middle and one on the bottom.
    2. Have students fill a larger cup with water. Place a few dots of food coloring into the water and wait until the coloring is evenly distributed.
    3. Have students place the cup that has the holes in the sink. Pour the colored water into the cup with holes quickly so that it fills all the way up.
    4. Have students watch the water streaming out of the holes and monitor how far the individual streams of water go away from the side of the cup. Make sure they keep observing until all water stops pouring out of the holes.
    5. Have students write down what they saw and offer a brief explanation for why that occurred.

    Have students share their data and explanations. Discuss the experiment, directing students toward the idea that when there is more water in the cup, the water exerts more pressure on all sides of the cup and therefore shoots the streams of water (through the holes) further away. Connect this to the *Aquarius* story by discussing what might happen if there was a small hole in the side of the sub as it submerged.

LINKS:
http://www.botany.hawaii.edu/faculty/cm_smith/malamalama.htm
http://www.mtsinai.org/pulmonary/books/scuba/sectione.htm
http://www.avstop.com/AC/apgeneral/PRESSURE.html
http://www.merck.com/pubs/mmanual_home/sec24/284.htm

EDITOR'S NOTE:
Aquarius
gametes
aquanauts
reef

WORLDVIEW

Culture Watch: India Meditation

1. Where is the Mahabodhi International Meditation Center located? What is the mission of the center? Who does the center serve? What is meditation? What is Buddhism? Why is meditation important in the Buddhist religion?

2. What is "spiritual enlightenment"? Why do you think people seek spiritual enlightenment? What are some of the ways that people try to achieve spiritual enlightenment?

3. What are the psychological and physiological benefits of meditation? Have you ever meditated? If so, describe your experience. What technique do you find the most helpful?

4. As a class, have students consider the similarities and differences between prayer and meditation. Then, have students brainstorm a list of world religions. Group students. Instruct each group to prepare a presentation about the history of a religion, and to identify the role of prayer and meditation in the religion. Why does each religion consider prayer or meditation an important spiritual activity?

LINKS:
http://www.geocities.com/Tokyo/Harbor/5613/
http://my.webmd.com/content/dmk/dmk_article_58197
http://buddhism.miningco.com/
http://people.morehead-st.edu/fs/t.pitts/mainmenu.htm

Wild Kingdom: Invader Owls

1. Why are America's Northern spotted owls in jeopardy? Where did the barred owl come from? Why have they moved into spotted owl country? How might the barred owls affect the spotted owls and their ecosystem?

2. What measures has the U.S. government taken to protect the spotted owl? Point out to students that when the spotted owl was listed as a threatened species under the U.S. Endangered Species Act ten years ago, it lead to a fiery dispute between environmentalists and loggers. Divide your class into two groups to investigate the spotted owl logging restrictions and their impact on either spotted owl populations or on the logging industry. After groups present their findings, discuss whether or not the barred owls should impact the logging restrictions that were designed to protect the spotted owl.

LINKS:
http://www.cnn.com/2000/NATURE/08/08/owl.fight.ap/index.html
http://www.fs.fed.us/
http://biology.usgs.gov/s+t/SNT/noframe/pn172.htm
http://wildwnc.org/af/barredowl.html

Inside North America: The *Hunley* Rises

1. From what site was the *H.L. Hunley* excavated? To what army did the *H.L. Hunley* belong? Why is this submarine historically significant? What is the mystery surrounding the *H.L. Hunley*? Who is Clive Cussler? What do scientists hope to discover during their excavation of the submarine? What significant information might these artifacts reveal?

2. What is the value of recovering and restoring ancient historical artifacts like the *H.L. Hunley*? Inform students that "South Carolina has earmarked $3 million, with $2 million more from a Defense Department program, to help bring the *H.L. Hunley* back to shore and start restoration work." Do you think this salvage project is worth the cost? Why or why not?

3. Point out to students that, "In the past century of naval warfare, the submarine has emerged as one of the world's premiere weapons of military combat and deterrence. However, it wasn't until the end of the 19th century that the U.S. Navy truly began to recognize the submersible vessel for its potential as an undersea weapon and provided it with an operational role within its strategic organization." Next, refer groups of students to the links below to research the history of submarine warfare in the U.S. and how the *H.L. Hunley* changed the face of naval warfare. Have groups present their findings, and, as a class, create a timeline that depicts the significant people and events in the history of U.S. submersible warfare.

LINKS:
http://www.cnn.com/2000/US/08/10/hunley/
http://www.hunley.org/html/main_nav.htm
http://www.history.navy.mil/branches/org12-3.htm
http://www.history.navy.mil/branches/org12-7b.htm
http://www.awod.com/gallery/probono/cwchas/hunley.html
http://www.cla.sc.edu/sciaa/hunley1.html

Business Brief: Gym Business

1. What percentage of British adults belong to a gym? What is fueling the demand for fitness clubs in England? What is the "Grey Market"? What are British fitness clubs doing to increase their memberships?

2. Do you belong to a fitness club? If so, what activities, services and products do you like the most? Group students and direct each group to the websites below and other resources to learn more about the benefits of exercise. Then direct each group to design a fitness club. Have students determine the club's name, size, location, and amenities. Instruct students to consider how to best serve specific demographic groups, such as teens and adults over 45. After each group presents its plan, have the class critique it.

LINKS:
http://www.healthy.net/Fitness/index.html
http://www.healthy.net/Fitness/health/index.html
http://www.nutristrategy.com/health.htm

EDITOR'S NOTE:
sects
monks
nunneries
barred owl
spotted owl
hybrid
Confederate
H.L. Hunley

NEWS CHRONICLE

Student Bureau: The Zamboni

1. What is a Zamboni? Who invented it? Before the invention of the Zamboni, how long did it take to prepare ice for skating?

2. When was the first ice resurfacing machine created? Why did the Zamboni family build this machine? How does the modern version differ from the original? How does the Zamboni work? How many machines has the Zamboni factory made over the last five decades?

3. What is the "art" to the operation of a Zamboni? How does the use of a Zamboni affect the game of hockey? How can an expert Zamboni driver gauge the shape of the rink's ice?

4. The "Peanuts" comic strip has often featured Snoopy and Woodstock playing ice hockey, and sometimes shown a Zamboni on their ice. There's even a song about driving a Zamboni. Why do you think people are so fascinated with these machines? Richard Zamboni considered naming his company after Paramount, the city in California where he lived. Do you think he was right to keep his name as the name of his product, or would you have named it something else? Explain.

5. The Zamboni has changed ice sports and improved the quality of competition. Challenge groups of students to locate information about other inventions that have improved the level of competition in sports. Direct each group to present the history of its chosen innovation and explain how it has raised the bar for that sport. Discuss how technology has an effect on our lives, even on the games we play.

LINKS:
http://www.zamboni.com/welcome.html
http://www.geocities.com:0080/Athens/Acropolis/1224/zamman.htm
http://www.geocities.com/Athens/Acropolis/1224/zamman6.htm

EDITOR'S NOTE:
Zamboni
resurfacing
rink
hopper

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CNN NEWSROOM Guide

November 17, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:20... 01:20

TODAY'S NEWS ... 00:30...01:50

Top Story ... 04:15...06:05
-Florida's supreme court rules that ballot recounts can continue.
-The media is criticized for its coverage of the presidential election.

Hosea Williams Obit ... 02:10...08:15
Civil rights leader Hosea Williams dies at 74.

DAILY DESK ... 00:25...08:40

Editor's Desk ... 03:05...11:45
E-commerce activities have exploded into the mass market.

WORLDVIEW ... 00:30...12:15

Vietnam Close-up ... 02:50...15:05
President Clinton visits Vietnam.

Artistry in Action ... 02:25...17:30
"Harry Potter" books debut in China.

Our Planet: Russia Bystrinsky ... 03:35...21:05
Russia allows natives to return to their ancestral lands in the Bystrinsky State Park.

NEWS CHRONICLE ... 00:20...21:25

Artistry in Action ... 05:05...26:30
CNN NEWSROOM profiles Gordon Parks.

CNN NEWSROOM CLOSE ... 01:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. What was the Florida Supreme Court's decision regarding the manual ballot recounts? How have Palm Beach County and Broward County responded to the ruling? Why is it unclear if the tallies will mean anything? Who is Katherine Harris? How has the Gore campaign responded to her decision to reject ballots that are counted after last Tuesday's deadline?

2. What election-related issue is being decided by the U.S. 11th Circuit Court of Appeals? How might this court's ruling impact the outcome of the election? Refer students to their texts and other resources to research and create charts illustrating the U.S. Judicial System. Have students identify different courts in the U.S. Judicial System (municipal, state, federal), and the role of each court. Use the charts to explain the next step in the judicial process should the Republican's lose their case in the 11th Circuit Court of Appeals.

3. What is the role of TV news networks during a U.S. presidential election? According to critics, what mistakes have the news networks made that might impact the outcome of this year's presidential election? What is the Voter News Service (VNS)? Why is this organization a target of criticism?

4. Did you watch television coverage of the presidential election? If so, which networks did you watch and why? What was your reaction to the coverage? Do you think the media's coverage of the election has been biased? Explain. If so, give an example. Has your opinion or confidence in the news networks changed as a result of their election coverage? Why or why not?

5. As a class, have students explain the election process and the way state ballot results are revealed. To what extent do these factors influence the media's reporting of the election results? Group students and challenge each group to create a plan to improve how television news networks report presidential election results. Students will want to consider the election process, and the extent to which polling, high ratings, and accurate reporting are important to the networks. After each group presents its plan, discus the pros and cons of each plan, for citizens, TV news networks, and the democratic process.

LINKS:
http://www.cnn.com/2000/LAW/11/16/certification.update.02.pol/index.html#appeals
http://www.cnn.com/ALLPOLITICS/time/2000/11/20/close.html
http://www.legal.gsa.gov/legal31.htm
http://lcweb.loc.gov/global/judiciary.html

Hosea Williams Obit

1. Who was Hosea Williams? What did he do to promote civil rights? Who was Hosea Williams' inspiration? What happened in Selma, Alabama, in 1965? Why was this event historically significant? Why do you think peaceful civil rights demonstrations are, at times, met with violence?

2. Use this as an opportunity to review the history of race relations in the U.S. Have students focus on the Civil Rights Movement and desegregation. After the review, ask students: What is your opinion of the state of race relations in the U.S. today? Challenge students to use websites, newspapers, and magazines to compare and contrast civil rights and race relations in the U.S. during the 1960s to the year 2000. Have students identify injustices that continue to exist and nonviolent ways to correct these wrongs.

3. What is Hosea Williams' legacy? Have students draw upon their research about Hosea Williams and the Civil Rights Movement to write a eulogy or to design a memorial that commemorates his life.

LINKS:
http://www.cnn.com/2000/US/11/16/hosea.williams/index.html
http://www.naacp.org/
http://blackhistory.eb.com/index2.html
http://www.aclu.org/issues/racial/racevote.html
http://www.facing.org/
http://www.thekingcenter.com/

EDITOR'S NOTE:
amended
certified vote
calamity
media analyst
cartel
Civil Rights Movement

DAILY DESK

Editor's Desk: Internet Trends

1. What was the purpose of the 2000 AOL/Roper Starch Cyberstudy? What types of new communication technologies are being used by consumers worldwide? According to the study, what technologies do online users expect to be using in the future?

2. Point out to students that, according to the authors of the 2000 AOL/Roper Starch Cyberstudy, "The Internet today has been compared to the telephone in the 1920s or television in the 1950s. And yet, while it took the mass market almost three decades to adopt the phone and TV, the Internet has been adopted on a mass scale within just five years." Why do you think this is so?

3. Do you use the Internet? If so, what are the different reasons that you use this technology? If you are part of an online community, describe the similarities and differences between your online relationships and your relationships with the people in your actual community. Do you think the Internet will dramatically alter the traditional concept of community? Explain. If so, what are the benefits and drawbacks of an online community? Give an example to support your opinion.

4. What is a "thinking computer"? How might this technology revolutionize society? Group students. Challenge groups of students to imagine how thinking computers might be used in schools and homes 20 years from now. Using drawings and diagrams, have each group present its ideas to the class. After each presentation, have the class discuss the benefits and drawbacks of these potential applications, for both individuals and society.

LINKS:
http://media.web.aol.com/media/press_view.cfm?release_num=45250418&title=Demand%20for%20E%
http://www.corp.aol.com/who_public.html
http://www.idg.net/crd_idgsearch_272702.html?sc=54973210_7987
http://www.businessweek.com/1999/99_25/b3634137.htm

EDITOR'S NOTE:
thinking computer
virtual community

WORLDVIEW

Vietnam Close-up

1. Why is U.S. President Bill Clinton visiting Vietnam? Why is this trip historic? Are you surprised that so many Vietnamese are receptive to President Clinton's visit? Why or why not?

2. Have students share what they know about the history and impact of the Vietnam War. According to the video, how is the Vietnam of today different from the Vietnam of thirty years ago?

   Inform students that according to Pete Peterson, the first postwar U.S. ambassador to Vietnam, "It was Bill Clinton who opened up and had the vision for moving ahead rather aggressively with our relationship with Vietnam." Next, have students research the evolution of U.S.-Vietnamese relations during the last eight years. Have students create a timeline of their findings. Then ask: What are the pros and cons of normalizing relations between the U.S. and Vietnam? What do you expect will be accomplished by President Clinton's visit? Do you think the U.S. should compensate the Vietnamese who are suffering from the effects of Agent Orange? Why or why not?

LINKS:
http://www.cnn.com/2000/ASIANOW/southeast/11/16/clinton.vietnam/index.html
http://servercc.oakton.edu/~wittman/index.htm
http://cnn.com/SPECIALS/2000/vietnam/
http://cnn.com/SPECIALS/2000/vietnam/story/vietnam.today/
http://travel.lycos.com/Destinations/Asia/Vietnam/
http://vnqdd.com/Human_rights_HP/hr_watchvn.htm
http://www.sfgate.com/cgi-bin/article.cgi?file=/news/archive/2000/03/25/international1217EST0556.DTL

Artistry in Action: China Harry Potter

1. Why is it politically significant that "Harry Potter" books are being sold in China? Why are these books controversial in China? Why are these books printed on special green-tinted paper?

2. How do the "Harry Potter" books differ from other children's classics, like "Wind in the Willows" and "Winnie the Pooh"? Have you read any of the "Harry Potter" books? If so, what is your opinion of the books? What is your favorite book in the series? Why? What are some of your favorite children's books?

3. Why do you think "Harry Potter" is popular throughout the world? Can you think of other children's books that are popular in different cultures? Have students consult their school librarian and online resources to compile a list of internationally known children's books. Then have each student prepare a report about one of these books. Instruct each student to identify the author's background, what aspects of the author and his/her culture are portrayed in the story, and his/her opinion of the book. After students share their reports, ask: What factors make a children's book universally appealing?

   EXTENSION: Challenge small groups of students to draw upon their research to write a story for 9-11 year olds that they think would appeal to children in different cultures. If possible, have your students share their stories with a fifth or sixth grade class.

LINKS:
http://www.cnn.com/2000/books/news/10/06/potter.reut/
http://www.scholastic.com/harrypotter/home.asp
http://hosted.ukoln.ac.uk/stories/stories/rowling/potter
http://www.geocities.com/EnchantedForest/Mountain/5101/index.html

Our Planet: Russia Bystrinsky

1. Where are the Kamchatka peninsula and the Bystrinsky State Nature Park located? How has being a United Nations world heritage site impacted these lands? What happened to the aboriginal Evenis when the Soviet government came into power?

2. According to the director of Kamchatka's parks, letting the Evenis live in the park "would have been impossible under the Soviet system." What do you think he means? How have the Evenis benefited from living in the park? What role do they play in the park's conservation? Why does the Worldwide Fund for Nature support them?

3. Inform students that allowing local people to live inside a national park and play an active role in park conservation is a new idea, both in Russia and in other parts of the world. Refer students to the last link below to obtain a list of the world's national parks. Have students identify some of these national parks on a regional or world map. Then, group students and have each group select a national park from the list. Direct each group to library and online resources to learn about the park's history and resources. Have students determine:
   - who is responsible for maintaining and preserving the park
   - whether the park and its natural resources are in jeopardy
   - what is being done to preserve the park
   - the environmental, economic, and political pros and cons of letting locals live in the state park.

   Have groups make a formal, multimedia presentation of their findings. After the presentations, ask: Is it important to preserve national parks? Why or why not? Should local people be allowed to live inside national parks? If so, what should federal governments and the international community do to support this endeavor?

LINKS:
http://www.cnn.com/2000/NATURE/09/19/russia.park/
http://www.wcmc.org.uk/protected_areas/data/wh/kamchat.htm
http://www.panda.org/
http://hum.amu.edu.pl/~zbzw/ph/pnp/swiat.htm

EDITOR'S NOTE:
Communism
Vladimir Lenin
Ho Chi Minh
dissidents
pirated
feudal superstitions
UNESCO
fiction

NEWS CHRONICLE

Artistry in Action: Gordon Parks

1. Who is Gordon Parks? What subjects and social issues has he addressed in his work? What type of discrimination did Mr. Parks experience during his youth? Why? How did these experiences influence his work? Why do you think Mr. Parks was selected as the subject of an HBO documentary?

2. According to Mr. Parks, "a successful picture starts by having respect for your subject." What does he mean? Why do you think this is important? How might this principle be applied to enhance other areas of our lives?

3. In the video, Mr. Parks states, "So many people can do so many things if they just tried, but they're

frightened off because they haven't been trained." Do you agree with his assertion? Why or why not? If so, how might people overcome this type of fear? What are your talents and interests? How might these talents and interests serve you in later life? Are you developing your talents and interests? Why or why not? If so, how? If not, how might you start?

4. Point out to students that, Gordon Parks has been referred to as a "Renaissance man." Have students define the meaning of this term, and why Mr. Parks has been described in such a way. Then, challenge students to identify other individuals that they consider to be Renaissance men or women. Have each student write an essay describing the different talents and accomplishments of the individual, and what motivated him/her to excel in these different fields. After students share their essays, ask: Why is it unusual for people to be accomplished in more than one area? What are some of the advantages and disadvantages of having several different careers?

5. Remind students that, over the years, Mr. Parks has used artistic expression to educate others about existing social injustice, and to look at these issues and the world from different perspectives. Challenge students to follow in the spirit of Mr. Parks, and use a pen or a camera to respond to social injustices that are occuring in the world today. Have each student choose a social issue of concern and illustrate it with a piece of writing or a photograph. After students present their works to the class, ask: Do you think art can affect social change? Why or why not? If so, give an example.

Teacher's Note: You may want to have your students submit their poems and photographs to the Tearner Learning-HBO national contest which is promoting the HBO documentary movie "Half Past Autumn: The Life and Works of Gordon Parks." The movie is scheduled to air on HBO on November 30, 2000 at 9:00 PM (et/pt). For more information go to http://www.turnerlearning.com/hbo/gordonparks/ed_description.html.

LINKS:
http://hbo.com/gordonparks/
http://pdn-pix.com/legends/parks
http://memory.loc.gov/ammem/fsowhome.html
http://www.lifemag.com/Life/
http://blackhistory.eb.com/index2.html
http://turnerlearning.com./tntlearning/passing/timeline.html
http://turnerlearning.com./tntlearning/freedomsong/handouts.html

EDITOR'S NOTE:
Renaissance man
discrimination
photography
segregated
bigotry

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CNN NEWSROOM Guide

November 20, 2000

Keep bringing the world to your classroom. Reenroll in CNN NEWSROOM. It's free! Call 1-800-344-6219 or reenroll online at http://turnerlearning.com/newsroom/enroll.html.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00...02:00

Top Story ... 05:00...07:00
-The Florida Supreme Court hears the manual recount issue today.
-Journalists from around the world watch the post-election events.

DAILY DESK ... 00:25...07:25

Environment Desk ... 02:35...10:00
Houston considers tough new pollution legislation.

WORLDVIEW ... 00:45...10:45

Top of the World ... 03:00...13:45
Vietnam's young people see the war as ancient history.

Culture Watch: European Youth Orchestra ... 03:20...17:05
The European Union Youth Orchestra is a musical ambassador for the EU.

One World Habitat: Afghanistan Drought ... 03:50...20:55
Three years of inadequate rainfall has devastated Afghanistan.

Around the World ... 03:00...23:55
Celebrities gather at the U.N. to promote global causes.

NEWS CHRONICLE ... 00:30...24:25

Election 2000: Young Voters ... 02:30...26:55
College campuses are energized by the presidential election deadlock.

CNN NEWSROOM CLOSE ... 01:05... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. What is the current status of Florida's 25 electoral votes? What are the issues being brought before the Florida Supreme Court? Why are Democrats asking Florida's high court to set standards for what voters really meant when they voted? What do Republicans want from the high court?

2. How has the tally of Florida's absentee ballots impacted the race between Al Gore and George W. Bush? According to the Associated Press, what percentage of absentee ballots were rejected? Why? What did President Clinton have to say about the current election stalemate?

3. What is a tent city? Why are international reporters camped out in a tent city in West Palm Beach, Florida? What are some of their observations on what is happening there? What do the international journalists think of the protests in the U.S.? How is the discontent they are witnessing different from what they might see in other countries?

4. In the video we hear the reporter from Japanese television refer to the U.S. as "the textbook of a democracy." Ask your students whether or not they agree with this statement. Direct groups of students to political science resources to determine whether or not they could classify the U.S. as a democracy. Tell each group to use its information to arrive at a consensus, then have each group share its determination with the class. Should the U.S. be perceived as the "textbook of democracy"? Why or why not? Discuss.

LINKS:
http://www.cnn.com/
http://www.cnn.com/ALLPOLITICS/
http://www.cnn.com/2000/ALLPOLITICS/stories/11/18/recount.rationale/index.html
http://www.encyclopedia.com/articles/03565.html

EDITOR'S NOTE:
certify
Florida Supreme Court
hand recounts
absentee ballots
journalists
democracy
legal battles
chaos

DAILY DESK

Environment Desk: Houston Smog

1. What new restrictions are under consideration to help clean up Houston's air pollution? How do the provisions of this legislation compare to pollution legislation of the past? Why do you think the restrictions focus on morning hours? How has pollution affected the quality of life for people living in the Houston area?

2. What position are environmentalists in the area taking on this issue? How do you think these measures will impact Houston's economy? Do you think the benefit of this legislation would outweigh its cost? Explain. What other measures can you think of to help reduce pollution in Houston?

3. One of the reasons Houston is taking its air quality so seriously, is that high pollution content is often thought to be connected with a high incidence of childhood respiratory infections and diseases such as asthma. Have your students investigate the correlation between childhood asthma and air pollution. Working in small groups, have students identify the five U.S. cities that have the highest

pollution content, and the five U.S. cities that have the highest incidences of childhood asthma. Next, ask students:

- How many of the cities are on both lists?
- Does the number of simultaneous listings indicate a discernible relationship between air pollution and childhood asthma?
- What kinds of data would be needed to solidify the position that there is, or is not, a relationship between air pollution and childhood asthma?

Discuss their findings and relate the conversation back to the measures that are about to be voted on in Houston. Have students consider whether or not this information might be useful in persuading legislators to vote for or against the pollution measures.

LINKS:
http://www.epa.gov/airnow/where/
http://www.epa.gov/oar/
http://www.people.virginia.edu/~smb4v/tutorials/asthma/asthma1.html
http://www.asthmainamerica.com/

EDITOR'S NOTE:
smog
air quality
ozone emissions
cleaner burning fuels

WORLDVIEW

Top of the World: Vietnam Today

1. What percentage of Vietnam's people are younger than 40? How is the Vietnam where they have grown up different from the country of their parents?

2. Who is Nguyen Tuyet Mai? How is her personal journey an uncanny reflection of her country's? What kind of business does Trung Gia Binh own? Who is Hong Nhung? Would any of these individuals have been able to pursue their careers 40 years ago? Explain.

3. How has Vietnam changed since the war? Direct groups of students to conduct research to answer this question. Have students consider any political and economic changes that have occurred since the end of the Vietnam War. Ask groups to present their findings. Tell students to pretend they are international investors looking for new business opportunities: Would they consider investing in Vietnam? Why or why not? Discuss.

LINKS:
http://www.teachvietnam.org/
http://www.cnn.com/2000/ASIANOW/southeast/11/19/vietnam.south/index.html
http://www.sadec.com/Profile/viet07.html
http://www.sadec.com/Profile/viet08.html

Culture Watch: European Youth Orchestra

1. What is the European Union Youth Orchestra? How old are its musicians? How did it get its start? What kind of musical and life experiences do its musicians gain by working in this orchestra?

2. In the video we hear that the orchestra acts "as a mobile, musical ambassador for the EU." What does this mean? Do you think that music can bridge international gaps? Explain.

3. Use this opportunity to introduce your students to the European Union. Have them work in groups to research the Union and its member nations. What obstacles did the European Union face at its outset? Why did some nations that now belong to the Union resist joining at first? Share group information. In the video, we are hear that the orchestra is "...living proof that people from 15 member states can work together truly harmoniously." In what ways is the European Union a "harmonious" blend of different cultures? How are its member states sometimes "out of tune" with each other? Discuss.

LINKS:
http://euyo.oracle.com/
http://www.swinging-europe.com/
http://europa.eu.int/

One World Habitat: Afghanistan Drought

1. Locate the nation of Afghanistan on a world map. What is a drought? What is the primary reason for the current drought in Afghanistan? How is the drought affecting villages? Why do you think relief workers are trying to discourage mass movement?

2. Explain how the drought is impacting food supplies. Who has been hardest hit by these circumstances? According to the region's U.N. Coordinator, what will happen if it doesn't rain soon? How many people are threatened by malnutrition?

3. Ask students to consider why the nation of Afghanistan has been so devastated by this drought. Then, have students work in groups to learn more about Afghanistan's recent history, political system, and economy. Share group information in class discussion. Discuss how political instability over the past two decades has impacted Afghanistan's economy. Why are some politically stable nations better able to manage crises like drought?

LINKS:
http://www.reliefweb.int/w/rwb.nsf
http://www.state.gov/www/regions/sa/001002_afghanaid.html
http://www.climateark.org/articles/2000/2nd/drworse.htm

Around the World: U.N. Celebrities

1. Why did 50 celebrities recently gather at the U.N.? What United Nations causes do these famous people support? According to Harry Belafonte and Michael Douglas, why are celebrities useful in advancing these causes?

2. What is a "bureaucracy"? How do some of the celebrities feel about the U.N. bureaucracy? Why? Who were some of the first celebrities to promote U.N. causes? Who are some of the celebrities behind these efforts now? Do you think that the public seems to listen more to entertainers and athletes when it comes to social responsibility? Explain. Do you think those in the public eye have an obligation to be socially responsible? Why or why not?

3. The U.N. sponsors many programs and efforts aimed at improving the quality of life for people around the world. Challenge each student to identify any one of these programs, and develop a public relations campaign around one celebrity to advance this cause. Direct students to create brief outlines of their plans, and if possible, a script for a 30 second PSA or print ad featuring this celebrity. Have students present their plans and ads to the class. Discuss how a person's celebrity status helps to raise awareness about global issues and prompt others to action.

LINKS:
http://www.un.org/english/
http://www.un.org/News/

EDITOR'S NOTE:
Vietnam
European Union Youth Orchestra
parliamentarians
drought
irrigation canal
malnutrition
United Nations
celebrities

NEWS CHRONICLE

Election 2000: Young Voters

1. How does the activity on many U.S. college campuses illustrate the emotions behind this presidential election? How has the post-election situation energized some young voters? What does Internet tracking tell us about their interest in this situation?

2. One college activist in the video speaks of the possibility of rallies on campus like those that were seen in the '60s. What were some of the issues behind the protests and rallies of the '60s? What might be some of the messages of post-election rallies today? Do you think rallies, protests, and sit-ins are effective ways of presenting a group's message? Explain.

3. The professor seen in the video is concerned that this presidential election might increase cynicism among young voters. Do your students agree or disagree with him? Challenge them to examine attitudes towards what is happening by interviewing young voters (age 18-24), or by monitoring news sources to learn more about college students' views on the post-election process. Discuss whether these attitudes and campus activity (or inactivity) are likely to translate into apathy or action among young voters in coming elections.

LINKS:
http://www.cnn.com/ALLPOLITICS/
http://www.yvote2000.com/
http://www.govspot.com/features/youngvoterapathy.htm

EDITOR'S NOTE:
political science
sit-in
voter intimidation
rallies

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CNN NEWSROOM Guide

November 21, 2000

Special note: There will be no CNN NEWSROOM and no Daily Guide this Thursday and Friday, in observance of Thanksgiving in the U.S.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00...02:00

Top Story ... 05:25...07:25
Some voters grow weary of the post-election court fight.
-Are Americans more concerned about the holidays than this election?

DAILY DESK ... 00:25...07:50

Health Desk ... 02:45...10:35
According to a new study, smog can decrease a child's lung capacity.

Turner Website Information ... 00:45...11:20
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:55...12:15

Top of the World ... 02:30...14:45
Peru's Pres. Fujimori resigns amid protests and allegations of scandal.

Artistry in Action ... 06:40...21:25
A champion dancer "sees" the music that others hear.

Wild Kingdom ... 03:00...24:25
Russian park rangers try to revive the country's bison population.

NEWS CHRONICLE ... 00:25...24:50

National Family Week ... 02:10...27:00
It's National Family Week in the U.S.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. Who currently holds the fate of manual recounts in their hands? Who presented arguments to the Florida Supreme Court justices yesterday? What does each side wish to gain from their review of this case? What decisions have been made regarding a new election in Palm Beach County and the counting of overseas absentee ballots?

2. What do the tourists in the video think about the selection of the next U.S. president? Why do you think some are growing weary of this process? What does a recent CNN/USA Today Gallup Poll indicate about Americans' views of this process? Which do they think are more objective, machine recounts or hand recounts? Why? Do you agree or disagree with them? Explain.

3. How do those who responded to this poll feel about the courts ultimately deciding the outcome of this election? How do you feel about this possibility? Do most Americans seem willing to accept the ultimate result of this election? Are you willing to accept it? Explain. Why do some worry about the effectiveness of the next president?

4. According to the video, what percentage of Americans polled believe the country is in a crisis? How has this percentage changed from last week? Why does CNN's Bruce Morton think the calendar is to blame for this change? What aspects of the holidays make life more hectic for many? Do you think the coming holidays will make the presidential election less important in the minds of some? Explain.

5. Assist your students in creating a polling instrument, such as an interview survey or questionnaire, to gauge local interest or disinterest in the current presidential election process.
    1. Have students work in groups to generate polling questions and a method for tabulating responses.
    2. Then, have groups share their ideas and critique each other's questions for bias.
    3. As a class, agree upon one method of polling, a set of questions, and a method of tabulation.
    4. Have students poll voting-age adults to get their views on the post-election process, and tabulate their responses.

    Collate all students' responses and compare them to what they have seen in the video. Is local sentiment different from what they have seen on a national level?

LINKS:
http://www.flcourts.org/
http://www.cnn.com/
http://www.cnn.com/2000/LAW/11/20/vansusteren.debrief.pol/index.html
http://www.cnn.com/SPECIALS/views/y/2000/11/sesno.elex.nov17/

EDITOR'S NOTE:
decipher
appeal
validity
postmark
voter intent
machine count
subjective
legitimate

DAILY DESK

Health Desk: Smog and Kids' Health

1. What is smog? What are the results of the University of California's (USC) Smog Study? Why are children particularly vulnerable to smog? How does smog affect people who have asthma?

2. Have you ever suffered from a respiratory illness? If so, how did, or does, the illness affect you? Have you ever experienced the ill effects of smog? Explain.

3. To illustrate how particulate air pollution is affecting your students' environment, have them wash the outside of a window that is easy to reach. A few days later, have them wipe the same window with a clean tissue. Discuss possible reasons why the window became dirty.

4. Refer groups of students to medical professionals and the links below to learn about:
   - factors that contribute to the formation of smog
   - short-term and long-term health risks associated with smog
   - what is being done locally and nationally to decrease this type of air pollution.

   After groups share their findings, ask: If people do not take action to reduce air pollution, what diseases and problems are we likely to see more of in the future? How might the findings of the USC study be used to address the smog problem? Direct your students to draw upon their research to develop a poster campaign to educate their peers about the health hazards associated with smog.

LINKS:
http://www.niehs.nih.gov/centers/1999news/ctrnws1.htm
http://www.mtsinai.org/pulmonary/books/breathe/contents.htm
http://www.nsc.org/ehc/mobile/airpollu.htm
http://www.lungusa.org/

EDITOR'S NOTE:
smog
chronic
bronchitis
emphysema
asthma

WORLDVIEW

Top of the World: Fujimori Resigns

1. Who is Alberto Fujimori? In what ways has his life "taken on all the dimensions of a Greek tragedy"? For how long has he been president of Peru? When did his power begin to unravel? Why did many question his bid for re-election?

2. What allegations about the Fujimori Administration began to surface shortly after the president began his third term? What happened to the former intelligence chief who was allegedly involved in the scandal? Why did President Fujimori leave the country? What happened to the government in his absence? What reason did the president offer for his trip to Japan? Why is he resigning from office? Who has President Fujimori asked to take his place?

3. What do your students know about the nation of Peru? Divide the class into groups. Have each choose one aspect of Peru to research: history, government, economy, culture, geography. Direct each group to create a multimedia presentation of its findings. Ask students to make predictions about Peru's future: Will this situation culminate in a political crisis for the country, or lead to a more democratic Peru?

LINKS:
http://www.cnn.com/2000/WORLD/americas/11/20/peru.fujimori.02/index.html
http://www.peruemb.org/frcountry.html
http://www.immigration-usa.com/wfb/peru_government.html

Artistry in Action: "Dancing Joe"

1. Who is Joe Templin? How old is he? What is his talent? What disability must he overcome to exhibit that talent?

2. What is Joe's family like? How did Bob and Carla Templin come to adopt Joe? What traits does the Templin family stress? How has this family philosophy helped Joe to excel? What aspects of Joe's life tell you something about his character? Explain.

3. In what way is Joe Templin "a body in motion"? How does he dance without hearing music? How did he and each of his partners fare at the Virginia Swing Dancing Championships? For how long has Joe been dancing competitively? Does this surprise you? Why or why not? How has his dance partner helped him to improve his skills?

4. How do individuals often overcome huge obstacles to achieve amazing things? Challenge your students to read the stories of other individuals, famous and unknown, who have achieved greatness in a particular field by overcoming personal adversity or physical challenges. Have each student select one of these individuals and present his/her story to the class. If your school has a character education program, have the students brainstorm a list of adjectives to describe these individuals, and select one of these words as your character education word of the week.

LINKS:
http://www.reporternews.com/1999/brazos/bill0426.html
http://www.texnews.com/1998/1999/alps/deaf.html
http://www.osd.k12.or.us/oo/oo9604bb.html
http://www.deafconnect.org/
http://dww.deafworldweb.org/
http://www.tr.wou.edu/tr/dbp/current.htm
http://handson.org/

Wild Kingdom: Russia Bison

1. What happened to the bison that used to roam Russia? When were bison last seen there? From where did Russia secure a new herd of bison? What geographic features make parts of Russia ideal for bison? How has the country's economic situation contributed to this ideal habitat?

2. In the video, we hear that "bison are a matriarchy." What does this mean? Why do you think the female bison would not let humans close to the herd? How is the herd "like an army"? How many bison currently make up the Russian herd? How large would authorities like the herd to become?

3. Bison were once plentiful in different regions of the world, but where are they now? Have students work in groups to identify areas around the world where bison exist today, and research the reasons why their numbers have decreased. Discuss the circumstances that have led to the reduction of bison herds globally, and ways to revive bison populations. Are there any downsides to re-introducing a species into an ecosystem? Discuss.

LINKS:
http://www.cbsg.org/bisong.htm
http://forests.org/archive/europe/att2revi.htm
http://www.libfind.unl.edu/plains/2000symp.htm
http://www.bisoncentral.com/
http://www.animalinfo.org/country/russia.htm

EDITOR'S NOTE:
Peru

Alberto Fujimori
military coup
inauguration
immunity
jitterbugging
swing
matriarchy

NEWS CHRONICLE

National Family Week

1. Who sponsors National Family Week? When did National Family Week get its start? What is the aim of this week? What is the theme of this year's National Family Week?

2. How many children under the age of 18 live in the U.S.? What does research reveal about the benefits of a strong parent-child relationship? How does a strong parent-child relationship affect student achievement at school?

3. Encourage your students to recognize the positive aspects of their family life. Have each student write a poem or essay or use any art form (i.e., music, painting, sculpture) to express the positive about their families. Display students' work, or ask them to perform their creations, and invite their family members to be part of the experience.

LINKS:
http://www.familyweek.org/
http://www.familyweek.org/family.html
http://www.alliance1.org/

EDITOR'S NOTE:
National Family Week
traditions
adversity
parent involvement

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CNN NEWSROOM Guide

November 22, 2000

Special note: There will be no CNN NEWSROOM and no Daily Guide tomorrow and Friday, in observance of Thanksgiving in the U.S.
Have a happy and safe holiday!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00...02:00

Top Story ... 06:35...08:35
-The Florida Supreme Court makes an important ruling.
-The longer the wait, the tougher the presidential transition will be.
-CNN's Bruce Morton looks at these odd political times.

In the Headlines ... 01:25...10:00
Peru's second vice president resigns.

DAILY DESK ... 00:30...10:30

Business Desk ... 02:10...12:40
In spite of higher prices, consumers continue to eat out.

Business Desk Extra: Online Shopping ... 02:20...15:00
What do consumers need to know before shopping online?

WORLDVIEW ... 00:25...15:25

Where in the World? ... 03:00...18:25
Turkish officials have a unique way of conducting their census.

Around the World ... 02:35...21:00
NATO training exercises focus attention on saving the lives of submarine personnel.

Wild Kingdom ... 03:45...24:45
Let's talk turkey.

NEWS CHRONICLE ... 00:25...25:10

The "Hole" Story ... 02:00...27:10
Here's the "hole" story on the election.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. What ruling did the Florida Supreme Court issue late last night? What is the deadline for amended returns to be accepted by Florida's Secretary of State? Who is expected to benefit more from this ruling, Al Gore or George W. Bush? Why?

2. Why is the presidential transition headquarters currently vacant? How could the continued legal wrangling over this election impact the president-elect's transition? For which candidate could this situation cause more practical problems? Why? Why are both candidates busy putting together transition teams now?

3. What aspects of a presidential transition make this a difficult task, even under the best of circumstances? How might the heightened emotions surrounding this election impact each candidate's possible cabinet nominees? What is "pragmatism," and how could it be a factor in the transition process? Politically speaking, what is a "honeymoon"? Why might the next president's honeymoon be a short one?

4. How might the outcome of this election have been different if Al Gore had won his home state of Tennessee and Bill Clinton's home state of Arkansas? What other second-guessing, as offered by Bruce Morton, could have substantially changed the outcome of this election? Why is Bruce Morton looking for a "grownup" to appear? What does he suggest could happen otherwise? What do you think needs to be done to resolve this election?

5. Once a new president is elected, how does he go about selecting his cabinet? Who must approve these and other high-ranking appointments? Have students work in groups to learn more about the oversight function of the Senate as it refers to presidential appointments: What is the confirmation process? What happens if a nominee is rejected by the Senate? Have students share their findings, and discuss the role the Senate plays in the system of checks and balances. Why might the closeness of this election force a new president to re-think some of his possible appointees? Discuss.

LINKS:
http://federalcontract.about.com/industry/federalcontract/cs/transition/index.htm?iam=dpile&terms=%2B
http://www.cnn.com/ALLPOLITICS/
http://www.cnn.com/2000/ALLPOLITICS/stories/11/21/president.election/index.html

In the Headlines: Peru Politics

1. Who is Ricardo Marquez? Why has he resigned as Peru's acting president? According to Peru's constitution, who is next in line for the presidency? Who else has already resigned from the presidency? Why did President Alberto Fujimori resign? How does the current political situation present the opposition with an opportunity to gain power?

LINKS:
http://www.cnn.com/2000/WORLD/americas/11/21/peru.politics/index.html
http://www.congreso.gob.pe/eng/index.htm

EDITOR'S NOTE:
Florida Supreme Court
hand recount
statute

transition
strategists
pragmatism
unanimous
Peru

DAILY DESK

Business Desk: High Cost of Eating Out

1. In general, how are economic good times impacting the restaurant industry? According to E. Charles Hunt of the New York State Restaurant Association, why are so many people eating out so often and returning to the same establishments? What is happening to the average price of a restaurant meal? Why?

2. What are consumers getting for the cost of a restaurant meal? What one factor seems to be most responsible for repeat customers? What are "theme restaurants"? Why do you think some theme restaurants may have neglected this primary factor when they first opened? How does this explain why some theme restaurants fail?

3. Do you eat out often? If so, what kinds of food do you eat when you are away from home? What are your favorite eating establishments? Why? Rank these factors in order of your preference when it comes to eating out, from most important to least: Price, food, atmosphere, service. Do you think most consumers your age would agree with your rankings? Do you think there would be any differences in preferences among consumers older than yourself? Explain.

4. Challenge students to survey the restaurants in your area, and choose 5-10 they would consider to be the most successful. Then, divide the class into groups. Have each group interview one of the managers or owners of one of these restaurants to learn what has made the business such a success, and how the restaurant keeps customers coming back. Have each group report its findings. As a class, come up with a "recipe" for a successful dining establishment, based on the "ingredients" you gathered from students' research.

LINKS:
http://www.restaurant.org/
http://www.restaurant.org/cornerstone/cornerstone_facts.html
http://www.restaurant.org/research/forecast.html
http://www.findarticles.com/cf_0/m1127/6_117/62214909/p1/article.jhtml

Business Desk Extra: Online Shopping

1. Why could this season be a risky one for online shoppers? Why did the U.S. government slap hefty fines on several shopping websites last year? How do websites like webassured.com help shoppers who have had problems with online retailers?

2. What is some advice consumer advocates are offering for online shoppers? Why do they suggest that online shoppers not e-mail their credit card numbers? Why is it advisable to shop only at "bricks and mortar locations"? By what date should people finish their online shopping?

3. What is the Federal Trade Commission? How have the FTC and other agencies/organizations supported consumer rights online? Have students work in groups to determine who can help online shoppers when they have problems with their e-tailers. Have groups share their findings. Discuss the recourse consumers have if online retailers fail to deliver their products or cause credit problems.

LINKS:
http://www.ftc.gov/

http://www.webassured.com/
http://www.top20shopping.com/

EDITOR'S NOTE:
ambiance
theme restaurants
e-tailer
secure servers

WORLDVIEW

Where in the World?: Turkish Census

1. What is a census? How do officials in Turkey conduct their census? Why were the streets of Istanbul empty on census day?

2. How many questions were on the census questionnaire? What are some of the things Turkish census takers ask? What one major issue was not addressed in the census? Why does this ommission upset the Kurds?

3. Why are tourists counted along with the Turkish population? What do the tourists think of the way the census is conducted in Turkey? When was Turkey's last census conducted? How will the next census be conducted?

4. The video mentions the 1999 earthquake that killed over 17,000 people in Northwest Turkey. Have your students work in groups to learn more about Turkey's geographic features. Discuss the geographic reasons behind Turkey's history of earthquakes.

5. What information is gathered in a census? What is the purpose of a census? Have students work in groups to examine different censuses and the information they display. Share group findings. Why are questions like level of education, number of individuals in a family, number of bathrooms in a home, etc., significant to a census? In what instances does a census serve a political purpose? How is a census like a snapshot of a country at a particular point in time? Discuss.

LINKS:
http://www.census.gov/main/www/stat_int.html
http://www.die.gov.tr/ENGLISH/index.html
http://www.census.gov/index.html
http://www.turkeyupdate.com/
http://www.sil.org/ethnologue/countries/Turk.html

Around the World: NATO Sub Rescue

1. What kinds of exercises were NATO member nations recently conducting off the coast of Turkey? What is the *Sierra 3*? What happened to the Russian sub *Kursk*? How has this tragedy impacted NATO's training exercises?

2. What nations participated in this training exercise? What language did they use to communicate? What else about this operation was standardized? Was the operation successful? Explain.

3. What is NATO? Use this opportunity to familiarize your students with the North Atlantic Treaty Organization and its mission. Discuss how an alliance like NATO provides the means and resources to assist member nations when their military needs help, in times of war or in other crises

(e.g., when accidents occur.) What aspects of the *Kursk* tragedy might have been avoided had Russia been a member of NATO? Why? Discuss.

4. Why should one nation help another whose sailors are in trouble? Inform students that the tradition of helping international sailors at sea is an obligation cited in international law. Direct students to the last website below or other resources to learn more about the international laws and agreements that specifically address this obligation. Share the information in class. Why do students think nations are obligated to help each other's sailors? What is the "common enemy" that all sailors face? Discuss.

LINKS:
http://www.cnn.com/SPECIALS/2000/submarine/
http://www.chinfo.navy.mil/navpalib/factfile/ships/ship-dsrv.html
http://www.au.af.mil/au/awc/systems/dvic035.htm
http://www.subrescue.navy.mil/HomePage.HTM
http://www.fas.org/man/nato/national/turkey.htm
http://www.nato.int/turkey/turkey.htm
http://lawyers.about.com/careers/lawyers/library/weekly/aa081700b.htm

Wild Kingdom: Turkey Talk

1. For how long has Bill Wheeler raised turkeys? What are some of his observations about turkeys? Why does he raise these animals? When were turkeys first raised in North America? What place of honor did the turkey almost earn in U.S. history?

2. Where can wild turkeys be found? What do they eat? How much do they weigh? Do turkeys fly? Explain.

3. In the video we hear that the turkey nearly became the national bird of the United States, losing to the eagle by one vote. Direct your students to conduct research to learn more about turkeys and eagles, as well as some of the arguments in favor of making one or the other the national bird. Then, have students stage the debate themselves. Delegate two groups of students to represent congressional representatives voicing the "turkey" and "eagle" sides of the national bird debate. Ask a third group of students to serve as additional congressional representatives. Have each side present its case, and allow the remaining representatives to ask questions. At the end of the presentations, have all the representatives vote for their choice of national bird. Discuss the outcome of their vote, and compare it to the vote that took place among the original thirteen states.

LINKS:
http://www.holidays.net/thanksgiving/turkey.htm
http://www.eagles.org/moreabout.html
http://www.arcticculture.about.com/culture/arcticculture/library/weekly/aa112098.htm
http://www.maycc.kctcs.net/library/accesspt/october/ben.html

EDITOR'S NOTE:
curfew
census
ethnic origin
Kurdish
NATO
Kursk
turkey
national bird

NEWS CHRONICLE

The "Hole" Story

1. What is the "sunshine test"? How has the sunshine test in this election focused attention on holes? What other examples of holes are presented in this story? What is a "chad"? Why are chads so significant in this election?

2. In this story, CNN's Jeanne Moos creates all kinds of connections and plays-on-words having to do with holes and the election. Everyone could use a little comic relief: Challenge your students to come up with their own satirical song lyrics, poems, or short stories (perhaps something like "The Little Chad that Could") about this election. Have students share their creative writing and enjoy a brief time-out from this serious situation.

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/11/12/chad.derivation/index.html

EDITOR'S NOTE:
superficialities
hanging chad
prototypical

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CNN NEWSROOM Guide

November 27, 2000

Tune in to CNN NEWSROOM tomorrow through Thursday for "Faces of a Hero," an in-depth look at different types of heroes, from mythological characters, to pop icons, to everyday people.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 00:40...02:10

Top Story ... 06:00...08:10
-George W. Bush is declared the winner of Florida's presidential election.
-Al Gore plans to contest the results.
-What problems lie ahead for the new U.S. president?

DAILY DESK ... 00:40...08:50

Environment Desk ... 02:30...11:20
Vegetable oil is being used to power diesel vehicles in San Jose.

WORLDVIEW ... 00:40...12:00

Top of the World ... 02:45...14:45
Ex-Peruvian president Alberto Fujimori proclaims his innocence.

Culture Watch ... 02:55...17:40
A new film examines Indonesia's changing society and the role of its women.

Inside Asia ... 02:45...20:25
Millions of people are drinking arsenic-tainted water in Bangladesh.

One World Habitat: Big Easy Hurricane ... 04:05...24:30
The city of New Orleans updates its hurricane preparation plans.

NEWS CHRONICLE ... 00:40...25:10

Election Dispute ... 02:10...27:20
The Electoral College can be a deciding factor in a U.S. presidential election.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

8.3

Top Story: Election 2000

1. What events have transpired in Florida's presidential election since last Thursday? What was the deadline for submitting amended returns from hand recounts? According to Florida's Secretary of State Katherine Harris, which candidate has won, and by how many votes? Do you think Al Gore should contest the results? Why or why not?

2. Why is the Bush camp going to court? Given the current status of Florida's presidential election, do you think the Bush camp should pursue legal action? Why or why not?

3. What will be the U.S. Supreme Court's role in this election? What question will the Supreme Court be addressing? Why is this question complex? What is the constitutional issue involved? Why are many legal experts surprised that the Supreme Court is involving itself in the election? Why do you think the Supreme Court is taking this case?

4. How might the Supreme Court's ruling impact the presidential election? As a class, have students consider the following questions:
   - Could a decision by the Supreme Court endanger the December 18th date for voting in the Electoral College?
   - Could a decision by the Supreme Court endanger the actual succession of the president?

   In the event that the Supreme Court overrules the Florida Court, who would benefit more from the ruling, Al Gore or George W. Bush? Why?

5. What type of problems might the next U.S. president encounter in his new post? Why is it important that a U.S. president have the public's trust? To what extent can public support impact a president's level of power and his ability to govern? Give an example to illustrate your opinion. In the video, Republican Congressman Vin Weber states that, the next U.S. president "will need to govern in a bipartisan way to accomplish things." What does Mr. Weber mean? Do you agree? Why or why not?

6. Point out to students that some believe that the new president could restore goodwill by appointing members of the opposing party to his Cabinet. Ask your class to examine this idea. Have students identify the different positions of the presidential Cabinet, and the process by which a new president selects his Cabinet. Then group students, and have each group prepare a list of potential Cabinet appointees for either Mr. Bush or Mr. Gore. Instruct students to select individuals from their candidate's party and the opposing party. Also, have students consider whether or not the Cabinet appointees would promote bipartisanship. After students compare and contrast their lists, ask: What are the pros and cons of having a bipartisan Cabinet?

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/11/26/presidential.election/index.html
http://www.cnn.com/ALLPOLITICS/
http://www.cnn.com/LAW/library/

EDITOR'S NOTE:
arbitrarily
sovereignty
constitutional
Cabinet
bipartisan

DAILY DESK

Environment Desk: Biofuel

1. What is the source of the fuel used by San Jose's "Green Team"? What advantages does bio-diesel fuel have over petroleum diesel? How readily available is this new fuel? How does the expense of bio-diesel compare to that of petroleum diesel? What economic incentives is the U.S. government offering to help offset the difference in cost?

2. How important do you think a fuel like this is going to be in the short-term and long-term? How do you think the American political landscape would change with the ability to rely on fuel that is readily available in the U.S.? Can you think of other readily available, clean-burning sources of fuel? What changes do you think would have to be made to current diesel engines to use these sources?

3. To make bio-diesel fuel (vegetable oil usable in diesel engines), the oil must first go through a process called transesterification. Working in small groups, have your students investigate the transesterification process.
   - Have each group begin its research by finding out when the process was invented and some of bio-diesel's earliest uses.
   - Then have students list the steps in the transesterification process, and explain what happens at each step. The Internet resources below should give students a good head start.

   Have students share their work. Check for differences in students' findings, and compare the basic chemistry they discovered. Discuss the modifications students think should be made in using this process to fuel the U.S. on a nationwide basis, and whether or not this could be done in the short-term and long-term.

LINKS:
http://www.biofuels.nrel.gov/
http://www.biodiesel.org/default2.htm
http://rredc.nrel.gov/biomass/states/bio_glossary/glossary.html
http://rredc.nrel.gov/biomass/
http://www.biofuels.doe.gov/what_are.html
http://www.veggievan.org/transest.html

EDITOR'S NOTE:
Green Team
biodiesel fuel
non-toxic

WORLDVIEW

Top of the World: Peru Politics

1. Who is Alberto Fujimori? What allegations have been made about Mr. Fujimori's departure from office? How has he responded to these allegations? Who is Vladimiro Montesinos? What factors triggered Mr. Fujimori's downfall? How did Peru's Congress respond to Mr. Fujimori's resignation? Why is the fact that Mr. Fujimori resigned his post while in Japan controversial?

2. Refer students to the links below to learn about Peru's political history during the last decade. Who is Peru's current interim president? What changes has he made to Peru's Cabinet? Then, have students consider how Mr. Fujimori's departure might impact the future of Peru. Why do you think Mr. Fujimori announced that he might run for a congressional seat in Peru's next general election? Do you think this was a wise decision? Why or why not?

3. What is corruption? What steps is the Peruvian government taking to fight corruption? How does your government deal with corruption? Challenge students to identify examples of alleged or

substantiated corruption that has occurred within their government. Group students. Have each group research one of these examples of corruption, and how the government addressed the issue. After each group shares its findings, discuss whether or not the government's action was effective. Why do you think corruption occurs?

LINKS:
http://www.cnn.com/2000/WORLD/americas/11/26/fujimori.01/index.html
http://www.congreso.gob.pe/eng/index.htm

Culture Watch: Indonesian Women in Film

1. Where is Indonesia located? What is the subject of the Indonesian film "Whispering Sands"? Who created this film? Why is this film politically significant? Do you think this film will inspire social change in Indonesia? Explain.

2. Who is General Suharto? What political and social problems existed in Indonesia as a result of his authoritarian rule? Working in small groups, have students conduct research to learn more about Indonesia's recent history. What political and economic events have had social repercussions there? How have these events impacted Indonesia's standing in the international community? Share group findings. Next, direct groups to the last website below or to other resources for the text of the United Nations' Universal Declaration of Human Rights. Have students read the Declaration. Then, challenge each group to create a "human rights report card" for Indonesia, using the ideas expressed in the Declaration and the information students have gathered as the basis for a "grade" in each category.

3. Generate a class discussion focusing on the dilemma that many Indonesian women face regarding their traditions and their new roles in society. Is there discord between Muslim traditions and the roles of Indonesian women today? Have students consider traditions, cultural or religious, with which they are personally familiar. Discuss whether these traditions are tolerant or intolerant of the roles of women in the 21st century. Is it possible to maintain tradition while adapting to modern roles? Discuss.

LINKS:
http://www.odci.gov/cia/publications/factbook/geos/id.html
http://www.cnn.com/SPECIALS/1999/indonesian.elections/
http://209.207.163.32/nnt/fall-98/global.html
http://www.hrw.org/hrw/worldreport99/women/index.html
http://www.hrw.org/hrw/worldreport99/asia/indonesia.html
http://www.unhchr.ch/udhr/lang/eng.htm

Inside Asia: Bangladesh Arsenic

1. Describe the health crisis that the people of Bangladesh are facing. What is the source of the poison in the water? Why do Bangladeshis continue to drink the tube-well water in spite of government warnings? What health problems does arsenic poisoning cause? What is UNICEF doing to stem this crisis?

2. Assist groups of students in learning more about their drinking water. What is the source of drinking water for their community? Who monitors the water for purity? Is well water available in your community? If so, is it safe for drinking? Have groups share their information and discuss what might happen in the event of water contamination in their community. Have them compare this to what is happening in Bangladesh. What resources does the government of Bangladesh need to address this health crisis? Discuss.

3. Inform students that, in addition to Bangladesh, millions of people in West Bengal of India, Mongolia, Mexico, Chile, Argentina, Taiwan, and Thailand are affected by arsenic poisoning. Group students. Have each group research the impact of arsenic poisoning in one of these nations,

and what is being done to address the problem. Then, have groups create posters to educate their peers about the global problem of arsenic contamination. Display students' posters in your school library.

LINKS:
http://www.cnn.com/2000/HEALTH/11/09/bangladesh.arsenic.ap/index.html
http://www.unicef.org/arsenic/
http://www.eng2.uconn.edu/~nikos/story10.html

One World Habitat: Big Easy Hurricane

1. Locate New Orleans on a U.S. map. Why is this city particularly vulnerable to hurricanes? At what rate is New Orleans sinking? What is being done to address this problem? What might happen if a Category 5 hurricane hit New Orleans? How are city planners addressing this potential problem?

2. How are hurricanes measured? What kinds of damage is a Category 5 hurricane capable of doing? How has modern technology enabled us to prepare for hurricanes and protect life and property? Have groups of students research what we know about hurricanes and list these facts. Share group lists and discuss how technological advances have helped improve the survival rate for those living in hurricane prone areas. Focus students on advance warning systems, hurricane forecasting, and stronger building materials and codes in the discussion. Then ask students to consider what we don't know about hurricanes. Why is hurricane forecasting still not an exact science? What advances do students think they will see in their lifetimes that may reduce the human, environmental and economic costs of hurricanes? Discuss.

3. Be sure that students know how to care for themselves in the event of a natural disaster in your area. Ask someone who works on an emergency planning board in your town to visit your classroom and explain the steps that people need to take if a disaster strikes. Then have students create brochures that explain how to be ready in the event of a natural disaster in their community.

LINKS:
http://www.yatcom.com/neworl/weather/hurricane.html
http://www.cnn.com/SPECIALS/views/y/1999/06/zarrella.hurricanes.jun10/
http://www.riverdeep.net/earthpulse/data/hurricanes/hurricane_lab.html

EDITOR'S NOTE:
Suharto
authoritarian
corruption
nodules
levees
matriarchal
filter
Big Easy

NEWS CHRONICLE

Election Dispute

1. What is the Electoral College? What is the difference between the "popular vote" and the "electoral vote"? Who were Samuel J. Tilden and Rutherford B. Hayes? Why was the U.S. presidential election of 1876 unique? How was the dispute over the electoral ballots in the 1876 presidential election resolved?

2. What are the similarities and differences between the 1876 and the 2000 U.S. presidential elections? Under what circumstances might the U.S. House of Representatives become involved in

the current election? Do you think that, like Mr. Hayes and Mr. Tilden, Al Gore and George W. Bush could cut a private deal to resolve a contentious political dispute? Why or why not?

3. Refer students to the links below to learn more about the Electoral College and how it works. Have groups of students consider the following questions to guide their research and discussion:
   1. Who created the Electoral College, and why?
   2. When a voter casts his/her vote for president, for whom is he/she really voting?
   3. How are the number of electors per state determined?
   4. Which states have the greatest number of electoral votes? Which states have the least?
   5. Of the 538 electoral votes, how many must a presidential candidate win in order to win the presidency? What happens if no candidate receives a majority of these votes?

   After students share their information, discuss the advantages and disadvantages of the Electoral College. Is it possible that the winning candidate of the 2000 presidential election will win the electoral vote but not the popular vote? Explain. If so, how might such an outcome impact future U.S. presidential elections?

LINKS:
http://www.fec.gov/pages/ecworks.htm
http://www.nara.gov/fedreg/elctcoll/index.html#top
http://www.nara.gov/fedreg/elctcoll/faq.html

EDITOR'S NOTE:
Electoral College
Rutherford B. Hayes
Samuel J. Tilden

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CNN NEWSROOM Guide

November 28, 2000

Tune in to CNN NEWSROOM tomorrow and Thursday for "Faces of a Hero," an in-depth look at different types of heroes, from mythological characters, to pop icons, to everyday people.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:25... 01:25

TODAY'S NEWS ... 00:40...02:05

Top Story ... 03:25...05:30
Many wonder how the U.S. Supreme Court will impact the presidential election.

DAILY DESK ... 00:25...05:55

Health Desk ... 02:10...08:05
New research suggests that stress can make people fat.

WORLDVIEW ... 00:35...08:40

Top of the World ... 02:10...10:50
Germany's chancellor defends his government's policy on mad cow disease.

Artistry in Action ... 03:00...13:50
Tibetian artists express their culture through dance.

Communication Transformation: Virtual Elk Hunting ... 02:20...16:10
Virtual elk hunting is becoming popular in Sweden.

Sports Page: Microscooters ... 04:25...20:35
-In Berlin, microscooters may be more than just a fad.
-Scooter-related injuries are increasing in the U.S.

NEWS CHRONICLE ... 00:25...21:00

Special Series ... 06:45...27:45
What is a hero?

CNN NEWSROOM CLOSE ... 00:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. What is the current status of the U.S. presidential election? How have George W. Bush and Al Gore responded to the results of Florida's presidential election? Do you think the Gore camp should contest the election results? Why or why not? What is the status of the presidential transition fund?

2. What will be the U.S. Supreme Court's role in this election? What question will the Supreme Court be addressing? Why is this question complex? What constitutional issue is involved? Why is the Bush camp eager for the Supreme Court to hear the case? Why do you think the Supreme Court is taking this case?

3. Direct students to the last link below and other resources to define the term "judicial review." Have students identify when judicial review was first used. Then ask students: How could the Supreme Court's use of judicial review impact the outcome of the current U.S. presidential election? Discuss.

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/11/27/presidential.election/index.html
http://www.cnn.com/2000/ALLPOLITICS/stories/11/27/transition.hearing/index.html
http://www.cnn.com/LAW/library/
http://www.cnn.com/ALLPOLITICS/
http://supct.law.cornell.edu/supct/

EDITOR'S NOTE:
slate
hypothetical
Supreme Court
U.S. Congress
disputed
transition

DAILY DESK

Health Desk: Stress and Fat

1. What is stress? According to Dr. Pamela Peeke, how can stress make you fat? Have students define the terms "fat cells," "receptors," and "stress hormone." What is the origin and purpose of the "fight or flight" defense mechanism? How does this defense mechanism contribute to weight gain? How can people stop the cycle of stress-related weight gain?

2. Do you ever feel stressed? If so, why? How does stress make you feel? How do you relieve stress? Have students work in groups to learn more about the positive and negative effects of stress and share their findings. Instruct students to identify the diseases and disorders that are stress-induced, including depression. After students share their information, ask: Why do you think some people handle stress better than others? Do you think using prescription medication to manage stress is a good idea? Why or why not?

3. Have students refer to the websites listed below to learn about the symptoms of stress and ways to manage stress. Group students. Have each group create a role-play depicting a student dealing with a stressful situation at home, school, work or with friends. Following each group's presentation, have group members ask the audience to strategize a solution to resolve the stressful situation. Have each group demonstrate stress management techniques by acting out the proposed solution.

LINKS:
http://www.cnn.com/2000/HEALTH/diet.fitness/10/30/stress.fat/index.html
http://www.fightfatafter40.com/

http://www.shapeup.org/
http://www.mayohealth.org/mayo/9912/htm/stress_patrol.htm

EDITOR'S NOTE:
chain reaction
fight or flight
defense mechanism
beta endorphins
stress

WORLDVIEW

Top of the World: Germany Mad Cow Disease

1. What is mad cow disease (BSE)? What is the human equivalent of BSE? How can humans contract BSE? What is the status of BSE in Germany? Why has the German government been criticized for its policy on BSE? What is the role of the European Union in dealing with BSE?

2. Point out to students that BSE was first identified in 1986, when a small number of British cattle came down with the illness, and that within only a few years, BSE became an epidemic among British herds. Have students work in groups to learn more about BSE, Creutzfeldt-Jakob disease, and how BSE has affected the British beef industry and European consumers. Share group findings. What lessons might the German government learn from how Britain and the EU have dealt with BSE? What, if anything, should the German government and the EU have done differently to control the outbreak of BSE in Germany? What will the German government and beef industry need to do to regain the trust of German beef consumers?

LINKS:
http://www.cnn.com/SPECIALS/2000/madcow/
http://www.cnn.com/2000/WORLD/europe/germany/11/25/madcow.02/index.html
http://www.mad-cow.org/
http://www.who.int/emc/diseases/bse/
http://europa.eu.int/comm/index.htm

Artistry in Action: China Tibet Dancers

1. Where is Tibet located? Why is Tibet mysterious to many outsiders? Why is the musical "Qomolongma" historically and culturally significant?

2. Refer students to the links below to learn more about the history of Tibet and its unique cultural heritage. Group students. Challenge each group to use a creative medium, such as drama, art, poetry, photography, or dance, to teach others about an aspect of Tibetan culture. Ask students to consider how political events in Tibet during the last 50 years have affected Tibetan culture. Organize the groups' work and stage a Tibetian cultural awarness event for other students at your school.

LINKS:
http://www.pbs.org/wgbh/pages/frontline/shows/tibet/etc/links.html
http://www.thetibetmuseum.org/
http://www.tibet.com/NewsRoom/index.html
http://www.tibet.org/siteseeing.html

Communication Transformation: Virtual Elk Hunting

1. About how many Swedes hunt elks each year? Why is elk hunting so popular in Sweden? Describe the virtual elk hunting project. Why did the Swedish newspaper establish this project? What are the pros and cons of virtual elk hunting for the newspaper,viewers, and elks?

2. Point out that virtual elk hunting has been a successful marketing tool for the Swedish newspaper. How might other organizations use a virtual experience to market their services or products? Group students and have each group select a business, nonprofit organization, or a public institution. Next, have each group research its organization and develop a profile of the organization's clientele. Then, challenge each group to create an idea for a virtual experience that the organization could use to promote its products or services. Have students present their ideas and discuss.

LINKS:
http://www.rmef.org/
http://www.sweden.com/
http://www.odci.gov/cia/publications/factbook/geos/sw.html

Sports Page: Microscooters

1. How many micro scooters are being used in Berlin each week? How are micro scooters being used as a political tool in Berlin? Why do you think microscooters are so popular in so many countries? Are microscooters popular in your area? Why or why not? Do you think microscooters are a fad, or are they here to stay? Explain.

2. What injuries are associated with microscooters? Why do you think 90 percent of scooter injuries in the U.S. happen to kids under the age of 15? What can scooter riders do to keep themselves from sustaining scooter-related injuries?

3. Inform students that "the U.S. Consumer Product Safety Commission has documented 11,300 injuries to scooter riders so far this year." Next, point out that because of the increasing number of scooter-related injuries, governments and schools across America are taking steps to require youngsters who ride scooters to wear safety helmets. Refer students to the links below to learn more about this issue. Then, divide your class into two groups to debate whether or not scooter riders should be required by law to wear safety helmets.

LINKS:
http://www.cnn.com/2000/US/10/06/scooter.helmet.laws.ap/
http://www.cpsc.gov/index.html
http://www.safekids.org/scooterrelease.htm
http://click.go2net.com/adclick?clickurl=http%3A%2F%2Finlineskating%2Eabout%2Ecom%2Fcs%2Fsc

EDITOR'S NOTE:
mad cow disease
Creutzfeldt-Jakob disease
incubation period
Qomolongma
Tibet
virtual reality
Sweden
kickboard

NEWS CHRONICLE

Special Series: Faces of a Hero: Part I

1. What is a hero? Why are heroes important? In what "arenas" are heroes found? According to the story, what are the three key qualities that make up a hero? Can you think of other qualities that

heroes display? Explain.

2. What is an anti-hero? How do anti-heroes and heroes differ? Give an example. Do you identify with any of the heroes or anti-heroes mentioned in the story? Why or why not?

3. Why are heroes important to children? How can the idolization of a hero influence the development of a child? Give examples of both positive and negative effects that heroes can have on children.

4. What is the origin of "American heroes"? What are some examples of American heroes? How are American heroes different from other types of heroes?

5. Ask students: Who are your heroes? Challenge students to identify at least five individuals from either their personal life, history, popular culture, literature, or folklore that they consider to be heroes. Instruct students to write brief explanations as to why these people are their heroes. Have students share their choices and discuss.

6. Do you think the definitions of hero and heroism have changed over time? Explain. If so, to what extent do you think media has influenced these changes? Challenge students to identify contemporary real life heroes and compare them to real life heroes of the past. How do their similarities and differences reflect changes in societal values and cultural norms? Do you think historical heroic figures, such as Thomas Jefferson and Robin Hood, would be considered heroes in today's society? Why or why not?

7. According to professor Alan Dundes, what is the "inherent hero pattern"? Have small groups of students research and prepare oral reports about fictional or real stories that illustrate the hero pattern. Such stories include "Cinderella," "Tarzan," "Star Wars" and "Superman." After each presentation, ask: Why is the hero pattern significant? Why have people been interested in hearing these types of stories throughout history? To what groups or individuals might the hero in each story appeal?

LINKS:
http://www.mikementzer.com/heroism.html
http://www.royalbank.com/community/letter/march2000.html
http://www.looksmart.com/eus1/eus52213/eus54535/eus166639/eus220832/eus535975/eus536925/r?l&
http://www.mythweb.com/heroes/heroes.html

EDITOR'S NOTE:
folklore
anti-hero
resilience

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CNN NEWSROOM Guide

November 29, 2000

Tune in to CNN NEWSROOM tomorrow for the last installment of "Faces of a Hero," an in-depth look at different types of heroes.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:05... 01:05

TODAY'S NEWS ... 00:25...01:30

Top Story ... 06:20...07:50
-CNN's Bruce Morton looks at the precedent in the Supreme Court for states' rights cases.
-The legal recount fight is primarily funded by donations.

In the Headlines ... 01:35...09:25
America isn't the only country facing the transition of political power.

DAILY DESK ... 00:20...09:45

Business Desk ... 02:40...12:25
Tiger Woods signs a lucrative endorsement deal.

WORLDVIEW ... 00:25...12:50

Taking Care of Business ... 05:25...18:15
A group of entrepreneurs has disgruntled employees singing the blues.

One World Habitat: Hong Kong Bamboo Scaffolding ... 03:10...21:25
Hong Kong's construction workers use bamboo scaffolding.

Wild Kingdom ... 00:45...22:10
As part of a breeding program, hundreds of endangered baby sea horses are released off the coast of Israel.

NEWS CHRONICLE ... 00:20...22:30

Special Series ... 05:00...27:30
Oral Lee Brown is making higher education possible for a group of college students.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. What will be the U.S. Supreme Court's role in this election? What question will the Supreme Court be addressing? Why is this question complex? Why do you think the Supreme Court has agreed to take the case? Why are many legal experts surprised that the Supreme Court is hearing the case? How might this case differ from other state disputes that have been brought before the Supreme Court?

2. Divide your class into three groups to prepare presentations about one of the three main constitutional points that this Supreme Court case calls into question: states' rights, due process, and the equal protection clause. Students will want to consult their texts and the links below to locate this information. Without delving into the legal issues of the case, have each group research the history of the constitutional issue and how it relates to the case before the Supreme Court. Have students share their research. As students follow the case, refer them back to their research to help them understand the issues.

3. How are George W. Bush and Al Gore financing the costs of their legal recount fight? In your opinion, should these candidates be allowed to accept free services from lawyers and Capitol Hill aides to help win the recount fight? Why or why not?

4. Why must George W. Bush rely on private donations to fund his presidential transition? Why do you think people donate to presidential transitions? How much money can individuals and businesses donate to presidential transitions? Why do you think the federal law limits private donations to presidential transitions? Why doesn't federal law place a limit on "in-kind" donations (gifts of goods and services)? In your opinion, why is Mr. Bush only accepting donations from individuals?

5. Point out to students that some courts say that limiting campaign contributions is a violation of free speech. Have students discuss why some courts hold this opinion. Then ask: Do you think limiting political contributions for presidential transitions is a violation of free speech? Explain.

LINKS:
http://www.cnn.com/ALLPOLITICS/
http://supct.law.cornell.edu/supct/
http://www.cnn.com/LAW/library/
http://worldbook.bigchalk.com/208080.htm
http://www.lectlaw.com/def2/t065.htm
http://caselaw.findlaw.com/data/constitution/amendment14/03.html#1

In the Headlines: Global Elections

1. What is the status of the national elections in Haiti and Israel? According to analysts, why is Israel's prime minister calling for new elections early next year? Who is the new prime minister of Canada? Why was Canada's election historically significant? How do the election processes in Canada and the U.S. differ?

2. What do students know about political systems of Canada, Haiti and Israel? Divide your class into three groups, and have each group prepare an oral report about the government of Canada, Haiti, or Israel. Have each group search for answers to the following questions: What is the role of the nation's prime minister and/or president? How are members of parliament chosen? What major political parties exist in the country? Whom does each party represent? What branches of government exist in the country? Does the country have a constitution? Share group findings and, in class discussion, compare and contrast these three political systems.

LINKS:
http://www.cnn.com/2000/WORLD/americas/11/28/canada.election.02/index.html

http://www.cnn.com/WORLD/election.watch/americas/canada1.html
http://www.cnn.com/interactive/world/0011/canada.parties/frameset.exclude.html
http://www.cnn.com/2000/WORLD/meast/11/28/mideast.04/index.html
http://www.cnn.com/SPECIALS/1999/israeli.elections/relateds/
http://www.cnn.com/2000/WORLD/americas/11/27/haiti.elections.03/

EDITOR'S NOTE:
media spinners
precedent
federalist
due process
overturn
Constitution

DAILY DESK

Business Desk: Tiger's Deal

1. Who is Tiger Woods? How old is he? What is significant about the endorsement deal he just signed with Nike? According to golf retailers, why is this deal likely to be good for business?

2. What division of Nike was created when the company first signed Tiger Woods? Has this division been successful? Explain. What other factors, personal and professional, seem to give Tiger a winning combination for endorsements? Whose "endorsement shoes" could Tiger soon fill? What do these two atheles have in common? In what ways are they different? Do you think Tiger Woods' endorsement earnings could exceed Michael Jordan's? Why or why not?

3. Fortune Magazine refers to something called "The Jordan Effect." Simply put, it's the magazine's estimate of Michael Jordan's impact on the economy since joining the NBA in 1984. In 1999, Fortune estimated "The Jordan Effect" at somewhere around $10 billion. Without focusing on actual numbers, have your students conceptualize "The Tiger Effect." Divide your class into small groups and have each brainstorm a list of primary and secondary business interests that could benefit from Tiger Woods' athletic achievements and commercial endorsements. Have each group create a chart or diagram that depicts its ideas, and share it with the class. Discuss how one sport or entertainment phenomenon can have such a strong impact on business in a media-driven world.

LINKS:
http://www.investorwords.com/n1.htm#networth
http://www.fortune.com/fortune/forty/
http://www.tigerwoods.com/
http://golfweek.com/articles/1999/business/news/5544.asp
http://members.theglobe.com/dane76/main.html

EDITOR'S NOTE:
endorsement
brand athlete
golf retailers

WORLDVIEW

Taking Care of Business: Face The Music

1. What is the Face the Music program? Who founded the program? How was the idea for Face the Music conceived? How do employees benefit from the program? Why is the Face the Music program considered an entrepreneurial venture?

2. Refer students to the websites below to learn more about the history of the blues. What is the blues? What is distinct about blues music? What separates it from other forms of music? In what ways has the blues influenced other music forms, such as rock, jazz and rap? While the blues is considered a music form conceived by African Americans, why do you think that it is so well loved by people throughout the world? Does the message of the music transcend race?

3. Remind students that the Face the Music program gives people "the opportunity to express themselves and to express frustrations that any business or corporation is going to go though." Are there similarities between the problems that employees experience on the job and that students experience in school? Explain. Could the Face the Music program model be useful to students? To find out, expose your students to blues music. Let them critique songs from various blues artists, such as Muddy Waters, B.B. King, and Etta James. Next, group students, and challenge groups to compose blues songs that express their school blues. Have students perform their songs. Then, as a class, make a list of the problems that students identified in their songs, and strategize ways to solve these problems.

LINKS:
http://www.facethemusicblues.com/
http://blueslyrics.tripod.com/
http://www.deltabluesmuseum.org/
http://www.muddywaters.com/home.html
http://www.hub.org/bluesnet/readings/bessie.html

One World Habitat: Hong Kong Bamboo Scaffolding

1. Have you ever seen scaffolding at a construction site? Of what materials is scaffolding usually made? Why? How do these types of scaffolding compare to bamboo scaffolding? Why is bamboo scaffolding more popular than metal scaffolding in Hong Kong? Would you be willing to work on bamboo scaffolding? Why or why not?

2. Making bamboo scaffolding is an example of an ancient skill that has been passed down from generation to generation. Can you think of other ancient skills or trades that continue to be passed down? Have these skills or trades been affected by modernization or industrialization? Explain. Why do you think these skills, versus others, continue to survive?

LINKS:
http://www.cnn.com/WORLD/9710/20/hong.kong.spiderman/index.html
http://www.enr.com/bizlabor/2000/10/15/-----/0809-0251-EXP-Bamboo-Scaf..asp
http://www.jodisgifts.com/bamboo.htm
http://www.encyclopedia.com/articles/01070.html

EDITOR'S NOTE:
sea horse
entrepreneurs
blues music
bamboo
scaffolding

NEWS CHRONICLE

Special Series: Faces of a Hero: Part II

1. Who is Oral Lee Brown? Describe the bond Ms. Brown has with her "babies." What is Ms. Brown doing for these young people? What prompted her to do this? When did she promise to put these young people through college? How did she choose Brookfield Elementary?

2. How has Ms. Brown been able to finance college for these former first-graders? How did she initially react to the promise she had made? Do you think you might have reacted the same way? Why or why not? What has been her motivation throughout the years?

3. What aspects of her own childhood have inspired Oral Brown to help others improve their lives? According to Ms. Brown, what priority for human beings hampers the fundamental need to learn? How did she act as a kind of "surrogate mom" to the young people she helps? Why did Jeffrey Toney almost take another road in his life? How did Ms. Brown get him to change his direction? Including Jeffrey, how many of the original first-graders are now in college, thanks to Oral Brown?

4. Does Oral Brown consider herself a hero? Explain. Do you think her "babies" would give her that title? Why or why not? Who does she consider the heroes in this story, and why? Would you classify Oral Brown as a hero? State your rationale.

5. Direct students to the first website below to learn more about the Oral Lee Brown Foundation. Point out that the foundation is not just about giving money away for college, but also about enriching the lives of the students through programs like mentoring and school visits. After all the time and resources Ms. Brown has put into her students' education, what do your students think would be the best thing they could do to repay her? Discuss.

6. When asked who they consider to be heroes, many people would respond with the names of people who have selflessly given their time, energy and resources to others. Introduce your students to the concept of philanthropy and have them consult a dictionary for the meaning of the word. Challenge groups of students to surf the Web for information on organizations that advance human causes, locally and/or globally. Share group findings in class. Discuss the mission of each of these philanthropies and how that mission is accomplished. If possible, invite a local philanthropist to share his/her story with the class and explain the rewards of working to improve the quality of life for others.

LINKS:
http://www.localcommunities.org/servlet/lc_ProcServ/DBPAGE=cge&GID=0100201155094528103179O
http://philanthropy.com/
http://www.charitywatch.org/
http://www.philanthropy.org/

EDITOR'S NOTE:
hero
education
philanthropy

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CNN NEWSROOM Guide

November 30, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 00:20...01:20

Top Story ... 05:30...06:50
-Ballots from two Florida counties are shipped to Tallahassee.
-The U.S. presidential race is causing volatility on Wall Street.

In the Headlines ... 02:15...09:05
Mexico's new foreign minister seeks a more egalitarian relationship with the U.S.

DAILY DESK ... 00:20...09:25

Science Desk ... 02:10...11:35
The search for extraterrestrial intelligence will soon have a new, high-tech tool.

Science Desk Extra: Ancient Hurricanes ... 02:00...13:35
CNN's David George takes a look at the history of hurricanes in the U.S.

Look Ahead ... 00:15...13:50
December 6: The Teenage Brain

WORLDVIEW ... 00:20...14:10

Information Please: Iceland Arctic Adventure ... 06:15...20:25
Iceland's contrasting weather and geography provide adventurous opportunities.

World of Science: Sun Shots ... 02:20...22:45
The sun is a magnificent star.

NEWS CHRONICLE ... 00:20...23:05

Special Series ... 04:40...27:45
Blind athlete Vincent Martin is an inspiration to others.

CNN NEWSROOM CLOSE ... 00:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. What is the status of the U.S. presidential election? Which candidate will benefit most from yesterday's key ruling? Why? Why did Al Gore's attorneys file an appeal with Florida's Supreme Court? What are the possible consequences of this appeal? What is the deadline for Florida to certify its electors? What needs to happen before the state can certify its electors?

2. How is the presidential race impacting Wall Street? Why do some traders believe that the election aftermath has slowed investing? Why do you think that "markets hate uncertainty"?

3. What are the Dow Jones and Nasdaq? How do these stock indices differ? In the video, we learn that Wall Street investors are waiting to learn the outcome of the election. Why do you think this is the case? How can a new president's political and economic agenda impact the stock market? Have students consider:
   - Which stocks will benefit the most if George W. Bush is elected, and why?
   - Which stocks will benefit the most if Al Gore is elected, and why?

4. Point out to students that many people consider the stock market to be a barometer of the nation's economy. Why is this so? What factors affect the stock market? Refer students to the last link below to research and chart the fluctuations in the stock market during the last ten years. What political and economic events influenced these fluctuations? After students discuss their findings, ask: What political and economic events are currently impacting the stock market? Do you agree with Clark Yingst's assertion that "the more important factors influencing the market are earnings and interest rates." Why or why not?

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/11/29/presidential.election/index.html
http://www.cnn.com/cnnfn/
http://www.e-analytics.com/glossary/glossar1.htm
http://www.nasdaq.com/
http://averages.dowjones.com/home.html

In the Headlines: U.S.-Mexico Relations

1. Who was the winner of Mexico's recent national election? With what political party is he affiliated? Why is this election historically significant? What is the role of a foreign minister? Who has President-elect Fox named as Mexico's foreign minister? What two issues are causing the greatest tension between the U.S. and Mexico?

2. In the video, we learn that, "In the past, the relationship between the U.S. and Mexico has been marked by cooperation, but also by mutual mistrust." Have students conduct research to learn about the history of Mexico-U.S. relations during the last 20 years. Challenge students to find evidence that substantiates this assertion. Have students create a timeline that illustrates their findings. Then ask: What is Mr. Castaneda's stance on Mexico's relationship with the U.S.? Do you support his position? Explain.

   Point out to students that, according to analysts, "the democratic change that is taking place (in Mexico) is Mr. Castaneda's most powerful weapon to convince the U.S. that Mexico could be a powerful and reliable ally that deserves equal footing." What does this statement mean? Do you agree with the analysts' assertion? Explain. If so, how might Mr. Castaneda begin to establish a more equitable relationship with the U.S.?

LINKS:
http://www.cnn.com/2000/WORLD/americas/11/23/mexico.fox.ap/index.html
http://world.presidencia.gob.mx/pages/frames/f_government.html
http://www.whitehouse.gov/WH/New/Mexico/fact1.html
http://seattletimes.nwsource.com/news/nation-world/html98/altmexi04_20000704.html

EDITOR'S NOTE:
Electoral College
volatility
sectors
Mexico
bilateral
multilateral
illegal migrants

DAILY DESK

Science Desk: SETI New Telescope

1. What is SETI? How is their search for intelligent life beyond Earth going to change in the near future? From where did the funds come to make the new array possible? Why do you think Microsoft wanted to sponsor this project? What challenges need to be addressed before the Allen array can be used? When is the array scheduled to begin its mission?

2. According to Dr. Jill Tartar, what is the oldest unanswered question around? How do you think the public will react to the Allen Array's mission? Do you think the end result will be worth the ten million dollar investment? How do you think the American public would respond if the Allen Array received what was thought to be a transmission from another planet? What do you think would be the social, political and religious ramifications of this kind of scientific discovery?

3. Ask students: Why do you think humans are so fascinated with the prospect of finding life outside our solar system? Do you think there are living things on other planets? If you could send a message that, one day, might be received by entities in another galaxy, what would you say? How would you say it?
   1. Divide your class into small groups.
   2. Challenge each group to come up with a symbolic message that would give the recipient some idea of who sent it and where the sender was in the universe.
   3. Have groups present their messages and have the rest of the class to try to guess what each group's message is trying to communicate.

   Relate the groups' work to what the new array might receive and discuss how they think scientists will be able to tell a message from space noise.

LINKS:
http://www.seti.org/
http://seti.ssl.berkeley.edu/
http://www-cgi.cnn.com/2000/TECH/space/08/01/seti.telescope.reut/index.html
http://www.seti-inst.edu/faq.html
http://spaceboy.nasda.go.jp/note/Seimei/E/Sei101_seti_e.html

Science Desk Extra: Ancient Hurricanes

1. Approximately how many hurricanes hit the U.S. Gulf and Atlantic Coasts during the last half of the 20th century? What is "paleotempestology"? What has new research revealed about hurricane activity in the U.S. during the last 1000 years? How do scientists establish a chronology of catastrophic hurricane strikes?

2. Send your students on a multimedia scavenger hunt to learn more about hurricanes. To help guide their research, ask them to locate the answers to the following questions:
   1. What regions of the world are most susceptible to hurricanes?
   2. When is hurricane season?
   3. How does a hurricane develop?
   4. What are the different classifications of hurricanes?
   5. What are the differences between a tropical depression, tropical storm, and a hurricane?
   6. What is the most violent part of a hurricane?
   7. What factors "feed" a hurricane and make it stronger?
   8. What factors tend to make a hurricane lose intensity and fall apart?
   9. Why are some hurricanes more dangerous than others? After students share their information, have them create posters to educate their peers about hurricanes. Display the posters in your school library.

3. Point out that in 1900, a Category 4 Hurricane killed more than 8000 people in Galveston, Texas. In those days, there was little advance warning for hurricanes. How has modern technology enabled people to prepare for hurricanes and protect life and property? Refer students to the websites below to learn more about forecasting technologies. Challenge students to cite specific examples of how these technologies have helped to minimize the damage caused by hurricanes. Why is hurricane forecasting still not an exact science? What advances do students think they will see in their lifetimes that may reduce the human, environmental and economic costs of hurricanes? Discuss.

LINKS:
http://www.nhc.noaa.gov/
http://www.cnn.com/WEATHER/storm.center/index.html
http://www.weather.com/weather_center/storm_watch/
http://ww2010.atmos.uiuc.edu/(Gh)/guides/mtr/hurr/grow/home.rxml
http://typhoon.atmos.colostate.edu/forecasts/2000/august2000/
http://www.met.tamu.edu/weather/warning.html
http://www.hurricanehunters.com/
http://www.riverdeep.net/earthpulse/data/earthpulse/cnnfyi_jump.html

EDITOR'S NOTE:
SETI Institute
receiving system
Allen Array
catastrophic
sediment
carbon dating
paleotempestology

WORLDVIEW

Information Please: Iceland Arctic Adventure

1. Why do Icelanders claim that their island is unfairly named? What kind of scenery can one find at the southeastern portion of the country? What geographic feature dominates 10% of Iceland's entire land surface?

2. What climate variations can be experienced in Iceland? Describe the sights and sounds one experiences while traveling past the icebergs. How does the glacier provide a wealth of high-adrenaline activities? Why does the reporter feel "incredibly small and insignificant" on the glacier?

3. Based on what you have seen in the video, when do you think is the best time of the year to visit Iceland? Why? What would you pack if you were embarking on a two week tour of the entire country?

4. Point out Iceland's location on a world map. Inform students that about 80% of Iceland's land is lava desert, glaciers, or lakes; the only arable areas are on the coast. Iceland is generally divided into seven geological/physical/scenic regions: the Southwest (including Reykjavik), the West, the West Fjords, the North, the East, the South (including the Westman Islands), and the Interior. Divide the class into seven groups, and have each choose one of these regions to research. Challenge each group to use its information to create a geophysical map of its region, either as a three-dimensional model or a webpage.

5. This story is about Iceland's striking sights, but the unseen is also at work to shape the island's geographic features. What are tectonic plates, and how does their movement impact land masses? Have students conduct research to learn more about tectonic plate activity beneath this region, and share their findings. What tectonic ridge does Iceland straddle? What are the effects of Iceland's position on this ridge?

LINKS:
http://tlc.ai.org/iceland.htm#CLIM
http://www.vedur.is/english/index_eng.html?
http://www.vefur.is/iceland/
http://www.excite.com/travel/countries/iceland/?page=factsheet
http://www.excite.com/travel/countries/iceland/?page=overview
http://www.axionspatial.com/~atlas/countries/109_geo.html

World of Science: Sun Shots

1. What is the distance between the sun and the Earth? What do the photos taken by the TRACE satellite reveal about the sun? What is an astrophysicist? Why does air pollution enhance a sunset? Why do sunsets omit a green flash? Why is the sun considered a star? When is the sun expected to die? How do you think the sun's death will impact Earth?

2. Share the following quote from the Stanford SOLAR Center, "For centuries, humans have attempted to explain the sun in terms of their own worldviews. The sun can be a god, a demon, a mischievous spirit, an omnipotent creator or a ruthless taker of life." Next, direct groups of students to the third link below to research different cultures' solar myths, legends and tales. Have each group prepare a multimedia presentation about the role of the sun in a different culture. What are the similarities and differences of the sun's role in these cultures? Why do these similarities and differences exist?

LINKS:
http://astrobulletin.amnh.org/C/2/
http://www.cnn.com/2000/TRAVEL/DESTINATIONS/09/21/hamann.sidebar.4/index.html
http://vestige.lmsal.com/TRACE/
http://solar-center.stanford.edu/folklore/folklore.html
http://solar-center.stanford.edu/resources.html

EDITOR'S NOTE:
Iceland
glacier
terrain
TRACE satellite
the sun
astrophysicist

NEWS CHRONICLE

Special Series: Faces of a Hero: Part III

1. Who is Vincent Martin? What personal obstacle did he encounter at the age of 23? How did going blind emotionally affect him? What compelled Mr. Martin to embrace life in the face of adversity?

2. Most people experience personal adversity, such as a loss or trauma, at some point in their lives. What are some common types of physical or emotional challenges that people encounter? What are some of the different ways that people respond to personal adversity? Why do you think some people are better able to deal with adversity than others?

3. Why do many people consider Mr. Martin a hero? Generate a class discussion about how Vincent Martin's accomplishments have inspired and enhanced the lives of others. How might someone who is battling a physical disability or personal adversity draw strength from Mr. Martin's accomplishments? Challenge each student to find and interview a person who has overcome physical or emotional adversity, and has used his/her experiences to inspire or better the lives of others. Each day, begin the class by having a student share his/her interview and discuss why this account is inspirational.

LINKS:
http://www.ausport.gov.au/para.html
http://www.olympics.com/eng/paralympics/
http://ntiserver.blind.state.ia.us/tips.htm
http://www.acb.org/

EDITOR'S NOTE:
hero
adversity
physical disability

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